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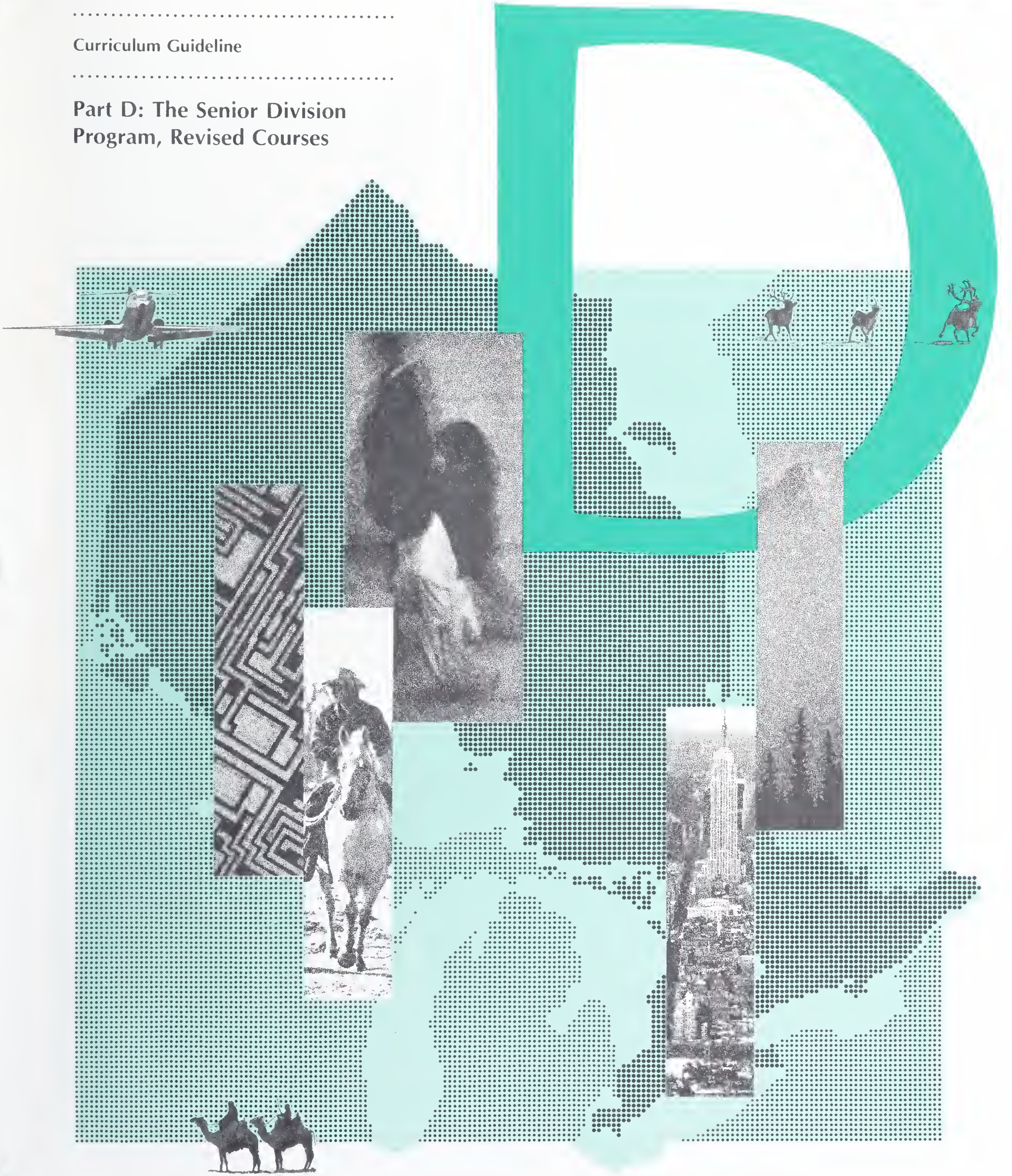
GEOGRAPHY

Intermediate and
Senior Divisions, 1988

Curriculum Guideline

Part D: The Senior Division Program, Revised Courses



Ministry
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Ontario

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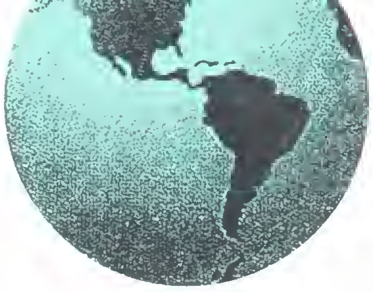

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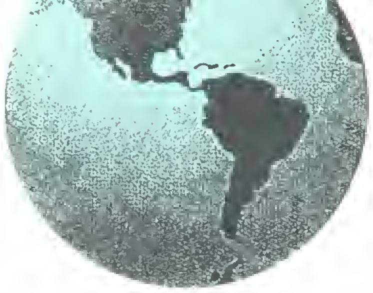
INTRODUCTION



The study of geography as a discrete subject begins in Grade 7. The Intermediate Division program is designed to give students opportunities to become knowledgeable about the physical characteristics and human use of a large portion of the earth's surface. It includes mandatory courses in Grades 7 and 8 that are based on patterns in geography and a one-credit mandatory course in Grades 9 or 10 based on the geography of Canada. Some students may have taken an additional course in Grade 9 or 10 based on Europe and Asia. During those studies students will have gained some facility with the skills and techniques used in geographic studies. In the Senior Division they are encouraged to review, practise, and enhance those skills and techniques as well as to develop new ones.

Students who choose to study geography in the Senior Division bring knowledge, skills, and attitudes that they have acquired from geography and other disciplines. Their intellectual and emotional maturity, together with their breadth of experience, allows them to refine and enlarge on their conceptual framework and to apply increasingly sophisticated techniques to the investigation and explanation of the world around them. Senior Division courses should build on this foundation, providing students with a broad range of content to investigate and encouraging them to become involved in a variety of new learning experiences.

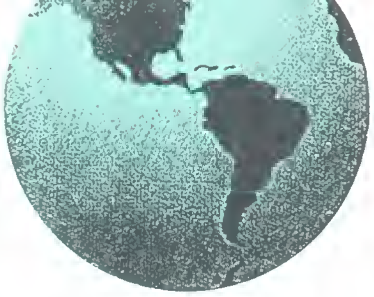
Geographic studies should be characterized by a systematic treatment of topics and an attempt to understand interrelationships between physical and human phenomena.

The first four of the following non-OAC Senior Division courses are outlined in this part of the guideline; the rest are described in Part E of the guideline.

- Physical Geography
- Human Geography
- Regional Geography
- Urban Studies
- World Development: Studies in Contrasts
- Geographics: Acquiring Skills Through Geography
- Environmental Studies
- Geology

Since most schools will not be able to offer a full range of courses, each school should develop a combination of courses that, over time, will best meet the needs of its student population.

MAJOR PLANNING CONSIDERATIONS



It is essential that reference be made to Parts A and B of this guideline in the planning or implementing of Senior Division courses.

Levels of Difficulty

Geography may be offered in Grades 11 and 12 at one or more levels of difficulty: the basic level, the general level, and the advanced level. All of the Senior Division courses, except for Geology and World Development, may be developed for the three levels of difficulty. Geology may be offered only at the general and advanced levels of difficulty, and World Development only at the basic and general levels of difficulty. Some schools may choose to offer bilevel classes.

All courses in the Senior Division have been designed to accommodate the interests, abilities, and goals of Grade 11 and 12 students. While the content base for the various levels of difficulty is somewhat similar, teachers must make appropriate adaptations within the course objectives, the teaching-learning strategies, and the evaluation strategies to accommodate the specific expectations of the students in their classes.

The objectives for each level of difficulty are identified in the unit descriptions of each course. In addition, assistance for the development of courses at basic, general, and advanced levels may be found on pages 25–26 of Part A and on pages 5–9 of Part B of this guideline.

Sequence

The sequence indicated in the table of contents for each course is to be taken only as a suggestion. Teachers may wish to reorder the sections, units, or objectives listed for each unit. Although the courses have been divided into several sections, there is no intent to segregate topics of study. Thus, some teachers may wish to teach objectives that are listed under one unit by integrating them into the study of another unit.

Teaching-Learning Strategies

Parts A and B of this guideline provide teachers with assistance in regard to teaching-learning strategies. Particular attention should be given to the section entitled "The Learning Process and Geographic Education" on pages 16–18 of Part A. The development of effective teaching-learning strategies should begin with an understanding of students in general and of their learning styles in particular. Every student has his or her own learning style and unique set of experiences. Successful teachers are sensitive to their students' needs, capabilities, and interests and provide a range of teaching-learning strategies to satisfy them. The cognitive-inquiry-skills and the geographic-skills charts in Appendixes 2 and 3 of Part B include many suggestions for the development of teaching-learning strategies.

Field work is an integral part of systematic and regional geography, and whenever possible students should plan and carry out field studies to obtain primary data. These studies may, of course, be carried out in a variety of ways. The entire class, small groups, or individuals may be involved in observing and recording information on the local environment and then reporting their findings to the class. Even when a course includes the study of industries, physical features, or urban conditions in distant locations, it is often possible to visit an accessible site in or near the local community that provides examples of concepts and principles under study. This will assist students in understanding better the conditions prevailing in distant regions.

At least 20 per cent of the available class time is to be used for independent and small-group studies.

Student Readiness

Almost all of the students taking Senior Division courses will also have taken the Grades 7 and 8 geography courses, as well as the Geography of Canada compulsory course (see Part C of this guideline). Teachers should refer to those courses and build on the attitudes, knowledge, and skills already acquired by students.

Attitudinal, Knowledge, and Skills Objectives

All courses shall include opportunities for students to attain those attitudinal objectives listed for the units to be studied.

The knowledge and skills objectives for the three levels of difficulty for each unit outlined in this document are indicated under the headings B (for basic-level courses), G (for general-level courses), and A (for advanced-level courses). When the same objective is listed for all three levels of difficulty, it is expected that teachers will determine the appropriate emphasis, degree of sophistication, and teaching-learning strategies for that objective for their students. Depending on the abilities and needs of their students, teachers may add other knowledge or skills objectives to those listed for any particular unit of a course.

The knowledge objectives outlined in each section shall be included in courses developed from this guideline, but all of them need not be studied to the same degree. Teachers are at liberty to integrate specific knowledge objectives into sections and units other than the ones for which they are listed.

The skills for each section have been drawn from those listed in the charts in Appendixes 2 and 3 of Part B of this guideline. They shall be included in courses developed from the guideline, but all of them need not be developed to the same degree.

Although most of the geographic and cognitive skills may have been introduced in earlier grades, it will be necessary to review as well as to extend them throughout these courses. A great many of the skills objectives are not specific to the unit under which they are listed. Teachers may wish to introduce or reinforce such skills by integrating them into units other than the ones for which they are listed.

Assessment and Evaluation of Student Achievement

Teachers should refer to the suggestions on pages 27–28 of Part A and pages 15–16 of Part B of this guideline in planning the assessment and evaluation procedures for these courses. These pages provide useful information regarding formative and summative evaluation and the major principles on which sound evaluation strategies should be based, as well as a variety of questions and techniques that are useful in assessment. Because of the great variety of assessment instruments that should be employed in the courses developed from this document, considerable time and care must be taken to ensure that the appropriate weight is assigned to each of them in the determination of students' final marks.

It is recommended that a formal examination or examinations be included in the evaluation of student achievement. However, no more than 35 per cent of a student's final mark should be based on this means of evaluation.

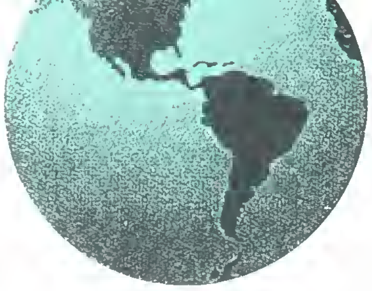
Fractional Credits

Modules for fractional credit may be developed for all courses in the Senior Division except Ontario Academic Courses. The permissible content of fractional credits is unique to each course and is outlined in the section entitled "Policy and Planning Considerations" for each course.

Co-operative Education

The purposes and conditions of co-operative education are described in Part A of this guideline. The specific requirements for this mode of delivery are described in subsection 5.11 of OSIS. Teachers should consider the potential of co-operative education credits in all Senior Division course offerings except OACs.

PHYSICAL GEOGRAPHY (GPH)



Introduction

A student may earn a maximum of one credit from a course or from modules developed from this course outline. There are no prerequisites for this course, for which the common course code is GPH.

The earth is a dynamic globe, moving in space and possessing characteristics that enable it to support many forms of life. A Senior Division course in physical geography must provide students with opportunities to study, in a systematic way, the elements that characterize the earth's surface and the interacting land, sea, and air systems that support life. A dynamic equilibrium results as the earth's systems constantly change to maintain a balance in the environment. These systems interact at a range of scales from global to microscopic.

Because people affect and are affected by the earth's systems, it is important for students to recognize the significance of the earth's physical characteristics in sustaining human life.

Course Objectives

A course in physical geography shall provide students with opportunities to:

- develop a conceptual framework for organizing information about the physical world;
- identify patterns that reveal the existence of order in the physical and biotic world;
- explain the processes that help to maintain the existence of order in the physical and biotic world;
- evaluate theories that attempt to explain the properties of, and the forces acting within, the biosphere;
- evaluate the effects of specific components of the biosphere on human life in various locations;
- evaluate the effects of human activity on the biosphere in various locations;
- demonstrate an appropriate level of skill in applying the geographic and cognitive skills outlined in Part B of this guideline;
- practise and improve the skills involved in field work and in the use of the tools and techniques of geographic investigation;
- examine critically a variety of attitudes to the physical world (e.g., people as users, exploiters, managers, conservers, or masters of their environment);
- reaffirm or revise their own attitudes and behaviour towards the physical and biotic world.

Course Organization

A course in physical geography shall consist of the following three sections:

- ***Section A: An Overview of Physical Geography***. This section will help students develop a definition of physical geography and gain some idea of its scope and importance. About 5 per cent or less of the time available for the course should be allotted to this section.
- ***Section B: Systematic Studies***. This section will involve students in studies of the earth in three areas: the dynamic forces of the system (energy, moisture, biogeochemical forces); tectonic processes and forms; and the components of the physical environment (climate, landforms, soils, vegetation). From 70 to 80 per cent of the time available for the course should be allotted to this section.
- ***Section C: Integrative Studies***. This section is designed to illustrate the interactions between physical geography and human life. Students will examine these interactions through sample or case studies. From 15 to 25 per cent of the time available for the course should be allotted to this section.

Policy and Planning Considerations

When planning or implementing this course, teachers must refer to the following:

– Parts A and B of this guideline

– the introduction to the Senior Division geography program on page 2 of this document

– the major planning considerations outlined on pages 3–5 of this document

In addition to the general information provided in the references above, the following three items are specific to this course and should be noted:

– ***Specific content.*** In their choice of specific content to illustrate aspects of physical geography, teachers shall ensure that examples are drawn from a minimum of four continents.

– ***Integrative studies.*** Some teachers will wish to spend more than 25 per cent of the time available for the course on integrative studies. Such additional time would be taken from that assigned for systematic studies. Such an arrangement should not result in the omission of any of the objectives from section B of this course. Teachers could integrate these objectives into a course that is based on a theme or series of themes. In such cases the objectives should be addressed within the situations or events under study.

– ***Fractional credits.*** If offered, modules for fractional credit developed from this course outline shall be as follows: a quarter-credit module may be developed from section C; a half-credit module may be developed from section B. Fractional credits greater than one-half should include objectives from sections B and C; the time allocations should be proportional to those for a full-credit course.

Course Outline

Section A: An Overview of Physical Geography

This section is designed to help students develop some tentative conceptions of the significance of the physical environment in their daily lives. It should provide an overview of the elements of physical geography. Students should become aware of the ways in which geographic data are gathered, processed, and communicated and gain a perspective on what will be taking place in the course during the ensuing months. About 5 per cent or less of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– establish, to an appropriate degree, personal goals for participation and achievement in the course;

– develop their curiosity about the immediate and global environments and the extent of human interaction with them.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	learn the key elements of physical geography: air; water; landforms; climate; soil; plants; and animals, birds, and all other living and non-living things that make up the biosphere;
	G	A	understand the concept of the earth as the support system for human life;
B	G	A	understand the concept of an ecosystem;
B	G	A	describe and explain examples of interaction between people and their environment;
		A	recognize the relationship between physical geography and the natural sciences;
B			identify the major components of the physical environment of the local area.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	become aware of the methods by which geographic information is gathered, processed, and communicated;
	G	A	use maps at a variety of scales to identify patterns of distribution of physical phenomena;
B			examine photographs to distinguish between physical and human elements of the landscape;
B	G		prepare a simple flow diagram or model of an environmental system;
		A	prepare an appropriately complex flow diagram or model of an environmental system.

Section B: Systematic Studies

From 70 to 80 per cent of the time available for the course should be allotted to the five units in this section.

1. Energy, Moisture, and Biogeochemical Systems

All movement or growth in the biosphere requires energy in some form. Heat and light from the sun, the rotation and revolution of the earth, fossil fuels, and the chemical transformation of food into heat and body activity are all forms of energy. All changes within the biosphere's functioning systems require and produce energy, but the uniqueness of the earth's surface requires that energy flows interact with the moisture and biogeochemical systems, causing a series of interacting flows and cycles.

Since topics related to energy are important parts of many science courses, teachers should plan carefully not only to avoid the repetition of content and activities, but also to extend students' understandings and skills in new directions.

Attitudinal objectives. Students shall be provided with opportunities to:

- appreciate the complexity and fragility of ecosystems;
- appreciate the effects of human intervention in ecosystems.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	become aware of the different forms of energy;
		A	study the interaction between energy flows and the water and biogeochemical systems;
B	G	A	recognize the role of the sun as an energy source;
	G	A	understand the cause-and-effect relationship between energy and climate and between energy and plant growth;
	G	A	understand the rotation and revolution cycles of the earth;
		A	examine the relationships between rotation and revolution and the distribution of energy on the earth;
B			explain the hydrologic cycle;
B	G	A	investigate the role of water in all physical processes, such as circulation, energy transfer, and erosion;
B			review the process of photosynthesis.

Skills objectives. Students shall be provided with opportunities to:

B G	construct diagrammatic representations of cycles and systems;
B	read and interpret models of systems;
G A	read, interpret, and analyse models of systems with one or more subsystems;
A	apply mathematical operations to examples that involve the flow of energy;
B G	make comparisons by examining information from several maps;
A	become conscious of the projections used as the base for various atlas maps employed in the unit;
B G	depict geographic information neatly and accurately on outline maps;
A	interpret information obtained from complex graphs, such as comparative bar graphs or proportional circle graphs;
G A	choose a suitable method and scale for graphing a set of data.

2. Tectonic Processes and Forms

Tectonic forces originate within the earth and create differences in elevation on the earth's surface. They may be divided into two classes: diastrophic forces, which involve movements of the solid earth, such as folding and faulting; and volcanic forces, which involve movements of fluid matter in the earth, as in volcanic activity.

Although the tectonic forms of the earth appear to be permanent, they are the result of millions of years of activity by great earth-building forces. While the changes that take place in the dramatic aftermath of a volcanic eruption or earthquake can be seen, certain other landforms resulting from tectonic activity may remain, to the naked eye, unaltered during a human lifetime.

Attitudinal objectives. Students shall be provided with opportunities to:

- appreciate the effects of natural disasters, such as earthquakes and volcanic eruptions, on human lives;
- become sensitive to the power and unpredictability of crustal movements and their effects;
- appreciate the enormity of geologic time.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	describe and explain the tectonic forces that create relief on the earth's surface (folding, faulting, volcanic activity);
B G A	study, in general terms, the phasing of tectonic activity throughout geologic time;
B G	study global patterns of tectonic landforms;
B G A	learn about the structure of the interior of the earth;
A	examine theories about the earth's structure and composition, which have changed over time;
G A	explain the simpler relationships between geologic structure and mineral occurrences;
B G A	describe the destructive and beneficial effects of tectonic processes;
B G	know the basic classification of rocks;
B G A	understand the rock cycle;
A	learn several simple classification methods for minerals;
B G	identify examples of minerals of economic importance.

Skills objectives. Students shall be provided with opportunities to:

B	gather information on hazards associated with tectonic activity;
B G	map global patterns of tectonic activity;
B G A	state hypotheses regarding patterns of tectonic activity;
B G A	draw diagrams to illustrate tectonic processes;
B G A	draw diagrams of the rock cycle;
B G A	use, explain, or create models of characteristic tectonic landforms;
A	compare theories of tectonic landform formation;
B G A	investigate methods used to monitor tectonic processes;
B G A	make predictions, based on present and past conditions, about the location of future tectonic activity;
B G	identify evidence of specific tectonic activity in photographs of landscapes;
G A	identify specific tectonic landscape features from oblique or vertical photos;
A	identify specific tectonic landscape features on topographic maps;
A	draw profiles of tectonic landscape features.

3. Weather and Climate

Climate and weather are the result of systems at work in the atmosphere. Beginning with the primary source of heat energy, the sun, there is a process of absorption of energy by the earth and reradiation into the atmosphere. Imbalances in the amount of heat absorbed from the sun, along with the basic earth motions of rotation and revolution, set air in motion both horizontally and vertically. The result is a global circulation of air that forms a general pattern with local and seasonal variations. The weather at a given location results from the modification of global flows by local conditions at a given time.

This section of the course will help students gain an overview of global climatic patterns and their gradual changes over long periods of time and an insight into the combinations of factors that act to produce local weather conditions. Students should recognize as well that processes of weather and climate acting on the earth's surface initiate and direct the forces that produce gradational landforms.

Attitudinal objectives. Students shall be provided with opportunities to:

– develop respect for the power and influence of weather and climate on human life;

– appreciate the positive and negative effects of weather and climatic conditions on human activities.

Knowledge objectives. Students shall be provided with opportunities to:

B G	become aware of the elements of weather and climate;
B G A	understand the relationship between weather and climate;
A	understand the relationship between the sun and the general circulation of the earth's wind, water, and heat;
B G	compare local weather conditions with those recorded at selected stations in Canada and the rest of the world;
G A	become familiar with the influence of the earth's basic motions on the global patterns of climate;
A	study the composition of the layers of the atmosphere;
B G A	investigate the effects of human activity on the atmosphere;
B G A	examine the influence of the composition and characteristics of the atmosphere on human activity;
B G	identify systems for classifying climatic conditions on the earth, such as verbal descriptions and simple mathematical criteria;
A	identify methods for classifying different climatic conditions, such as the Koeppen or Thornthwaite models;

		A	examine the relationship between patterns of flow in the atmosphere and climatic regions;
		A	examine the effects of surface features on the patterns of climatic regions;
B	G	A	study the relationship between climate and other phenomena, such as vegetation, soils, and human population;
B	G	A	understand the basics of weather prediction;
	G	A	learn the methods used to measure, record, analyse, and predict changes in temperature, air pressure, winds, moisture, and air-mass movement;
	G	A	identify the sources and kinds of air masses;
		A	recognize the significance of frontal systems in the weather patterns of North America;
		A	describe and explain the development of a mid-latitude cyclonic storm;
B	G		describe the causes and effects of hurricanes, tornadoes, and thunderstorms;
B	G	A	be aware of the uses of satellites in weather forecasting.

Skills objectives. Students shall be provided with opportunities to:

B			observe, collect, record, classify, and report weather data from the local community or region;
B	G	A	identify forms of instrumentation and methods used to compile weather information;
B	G	A	analyse weather maps from newspapers or television to explain weather patterns;
B	G		examine a system of climate classification;
		A	develop a system for climatic classification;
B	G	A	draw diagrams of weather-related phenomena;
B	G		describe the precautions taken for local violent weather conditions;
		A	investigate the effects of climatic change;
B	G		investigate the effects of human activities on weather and climate;
B	G	A	hypothesize about the conditions that would constitute an ideal climate;
		A	relate the terms *clockwise* and *counterclockwise* to winds, pressure zones, and Coriolis force as applied to winds;
B	G		recognize the major symbols used on weather maps;
B	G		interpret information from graphs such as comparative-bar graphs or bar- and line-graph combinations;
B	G	A	construct graphs and charts associated with weather and climate, such as wind roses, climate graphs, diurnal graphs, and circular calendars.

4. Gradational Processes and Forms

Gradational forces originate outside the earth's lithosphere and tend to change differences in elevation in a landscape into a uniform surface. As a result they are in constant conflict with tectonic forces. Gradational forces are the direct result of climatic and weather systems. In combination with tectonic forces they produce the great variety of landforms on the surface of the earth.

Attitudinal objectives. Students shall be provided with opportunities to:

– develop an informed respect for the power of natural processes;

– appreciate human vulnerability to problems caused by gradational processes.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	study the basic forces of gradation, such as weathering, gravity, and the action of wind, water, and ice;
B	G	A	examine the beneficial and destructive nature of gradational processes;
B	G	A	relate gradational forces to the formation of sedimentary deposits and sedimentary rock;
		A	examine the global patterns of gradational landforms;
	G		understand the relationships between mineral occurrences and gradational processes;
		A	recognize the significance of understanding landform processes in the planning of development projects;
B	G	A	investigate the influence of gradational forces on the development of the landscape of the local region;
B			learn the parts of a river system;
B	G		identify hazards associated with gradational activity;
	G	A	study the cycles involved in gradational activity, such as the life cycle of a river.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	gather information about the geological and geomorphological history of the region near the school;
		A	map current global patterns of gradational activity;
		A	research one or more theories about the earth's geological or geomorphological history;
B	G		draw diagrammatic representations of landforms associated with gradational processes;
		A	draw flow models of gradational processes;
B	G		use, explain, or create models of characteristic gradational landforms;
		A	interpret topographic maps that show gradational landforms;
B	G		orient a map by an inspection of features that they have recognized both in the field and on the map;
		A	orient a map, using a compass;
B	G	A	recognize direction applied in plan (from above) and in profile (horizontally);
		A	locate a place on a topographic map by latitude and longitude to the nearest minute;
B	G	A	recognize a number of ways of showing land-surface elevations on a map, such as relief drawing, layer tinting, spot heights, contour lines, and benchmarks;

A	determine how contour lines can be derived from spot heights;
G A	demonstrate how a profile can be derived from contour lines;
G A	determine how the information found in satellite images is gathered and converted into a form resembling a photograph;
B G A	describe uses of satellite imagery;
A	independently plan and carry out a field study to obtain primary data;
B G A	interpret vertical and oblique air photographs in a systematic way by using clues such as location, scale, and physical features to determine relationships;
A	interpret topographic maps in a systematic way by using clues such as broad patterns, landforms, and slope and drainage to determine relationships;
G	choose a suitable method and scale for graphing a set of data;
B G A	interpret and construct diagrams such as the following: profile or cross section, plan (land surface viewed from above), block diagram.

5. Vegetation and Soils

Vegetation and soils form closely interrelated systems on the surface of the earth. Each, to a considerable degree, is both the forming agent and the product of the other.

Vegetation performs a vital function in the support of all other forms of life on earth. Through vegetation, energy, water, and nutrients combine to produce the food that sustains the life of humans and all other creatures. The capability of a given area to support plant life depends on a variety of factors, but most notable are the availability of water and energy. On a global scale vegetation can be classified into four major types – forest, grassland, scrub, and desert – each related to the energy and moisture available. At the local scale variations in conditions caused by elevation, slope, aspect, soil characteristics, competing species, and human influences cause changes in the vegetation over short distances.

The word *soil* refers to a relatively thin layer of the earth's surface material. Soil is essential to life as we know it. Soils are highly organized physical, biological, and chemical complexes necessary for the support of plant life, which, in turn, provides sustenance for animals and people. Soil types exert a great influence on agriculture and determine, in significant measure, what can feasibly be grown.

This section should help students understand the importance of vegetation and soils to human occupancy of the earth and consider the implications of significantly altering vegetation and soil patterns.

Attitudinal objectives. Students shall be provided with opportunities to:

- develop an awareness of the vulnerability of vegetation and soil systems and a concern about the conservation and wise use of vegetation and soils;
- consider the long-term consequences of a variety of land-use practices from a values perspective.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn the function of vegetation as part of a life-support system;
B G A	learn a basic classification system for vegetation types;
B G	identify and describe variations in local vegetative patterns caused by factors such as slope, elevation, aspect, soil, competing species, and human influences;
A	understand the evolutionary cycle of vegetative and soil patterns;
B G A	recognize the relationship between types of soil and the crops they support;
A	describe and explain the relationships between soil and vegetation patterns and macro- and microinfluences such as climate, landforms, parent material, drainage, slope, and aspect;
B G A	study the adaptation of plants to annual and seasonal patterns of climate;
G A	identify the factors that influence soil quality;
A	recognize the dynamism of the biological, physical, and chemical processes in soils;
B G A	identify ways to conserve and enhance soil and vegetation as resources;
A	evaluate the long-term consequences of major changes in vegetation and soil patterns.

Skills objectives. Students shall be provided with opportunities to:

A	analyse the distribution patterns of vegetation and soils on maps;
A	analyse the effects of major development schemes involving changes in vegetation and soils;
A	analyse photographs and satellite images of vegetation and soil patterns;
B G A	diagram the flows and processes in nutrient cycles;
G	draw a transect to illustrate vegetation zones across an area;
B G A	compare diagrammatically patterns of vegetation and soils;
A	research the origins and characteristics of local soils (where applicable);
G A	draw and explain diagrams of soil profiles;
A	interpret maps such as the following to determine capability for agriculture: county soil maps, Canada Land Inventory maps;
B G A	relate soil types to agricultural land use;
B	determine the best map for a specific purpose;
B G	recognize the specific uses of colours by cartographers;
B G	depict geographic information neatly and accurately on outline maps;
G A	interpret topographic maps in a systematic way, using clues such as broad patterns, drainage, and vegetation;
A	use topographic maps to identify relationships between relief and land use.

Section C: Integrative Studies

In this section of the course, students will examine, through sample studies, the outcomes of interactions between people and the physical environment. The studies should address the issue of environmental balance and stability. Examples should be drawn, where possible, from current events. Typical studies might involve topics such as the following:

– the human use of one or more distinctive environments (e.g., oceans, tundra, deserts, wetlands, rain forests, grasslands, coniferous forest)

– the causes and effects of natural disasters (e.g., hurricanes, tornadoes, volcanic eruptions, earthquakes, avalanches) and the planning required to minimize the damage caused by natural hazards

– both the expected and unforeseen consequences (e.g., ozone depletion, the greenhouse effect) of human intervention in physical systems (e.g., offshore oil exploration, the mining of the oceans, large-scale irrigation projects, nuclear testing, urban development, water-diversion schemes)

– individual and group efforts to preserve endangered species and systems (e.g., birds, animals, plants, wilderness areas)

– the case for preserving parts of distinctive biomes for wilderness areas or parks

– the application of the principles of physical geography to resource management

This unit should give coherence to students' understanding of physical geography. It should help them correlate and interrelate the information gathered throughout the year and apply it to new situations. Studies may take a number of forms, including short papers, experiments, field studies, model construction, seminars, and audio-visual presentations. Teachers must take care to ensure that their expectations of student achievement match the abilities of students at the level of difficulty at which the course is offered.

From 15 to 25 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate the unity and equilibrium to be found within the complexity of the physical environment;

– evaluate their attitudes and the attitudes of others towards the natural environment as the resource base and home for the earth's people;

– derive satisfaction from the process and product of individual research;

– appreciate the extent of the dependence of the human race on the physical environment of the earth.

Knowledge objectives. Students shall be provided with opportunities to:

B G A study the interactive relationship between physical and human activities;

B G A recognize the importance of environmental balance and stability;

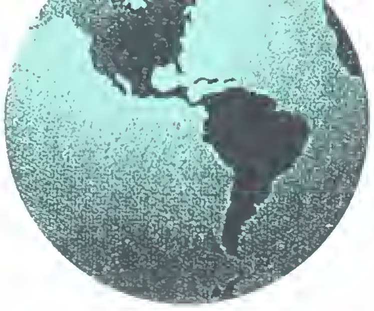
B G A examine the human use of one or more distinctive ecological zones (e.g., oceans, tundra, deserts, wetlands, rain forests, grasslands, coniferous forests);

B G A investigate the consequences for physical systems of human intervention (e.g., offshore oil exploration, mining in oceans, large-scale irrigation projects, nuclear testing, urban expansion, water-diversion schemes).

Skills objectives. Students shall be provided with opportunities to:

B	G	A	apply the principles of physical geography to resource management;
			develop a range of skills and competencies that are required for geographic inquiry and are widely applicable in other contexts as well, including the following:
B			a) generating a list of questions on a topic;
	G	A	b) recognizing questions that meet pre-established criteria;
B	G	A	c) using different types of questions, involving priorities, decisions, and values;
B	G	A	d) developing an organizer with a focus (e.g., correlation, decision making) and with ranked criteria;
		A	e) extending the complexity of the organizer by using suborganizers;
B	G		f) using procedures such as observing, gathering, counting, and sampling;
B	G		g) summarizing information in their own words;
B	G		h) selecting appropriate pictures, maps, diagrams, charts, and tables;
B	G	A	i) re-examining the focus and organizer and adjusting them where necessary;
B	G	A	j) distinguishing between relevant and nonrelevant information;
B	G	A	k) determining whether information is fact or opinion;
B	G	A	l) observing relationships in data involving cause and effect and sequence;
B	G		m) using sufficient supporting evidence to put forward a valid opinion;
		A	n) selecting sufficient evidence from a large amount of evidence to put forward a valid opinion;
B			o) defending their own opinions;
	G	A	p) modifying their conclusions on the basis of new evidence;
B			q) applying a general rule to a specific case;
	G		r) applying a general rule to a variety of cases;
		A	s) applying general rules to fit different cases;
B	G	A	t) discussing and making decisions from conclusions;
B	G	A	write explanations of cause-and-effect relationships;
	G	A	write to persuade;
		A	write a short essay, including a bibliography and footnotes that are organized in the proper form;
B	G	A	speak in a variety of situations (e.g., small-group discussions, role playing, simulations, oral reports);
B	G	A	speak to describe and explain;
		A	speak to persuade.

HUMAN GEOGRAPHY (GHU)



Introduction

A student may earn a maximum of one credit from a course developed from this course outline. There are no prerequisites for this course, for which the common course code is GHU.

Human geography involves the systematic study of the nature and distribution of human activities over the earth. Studies in human geography are concerned with the spatial organization of societies and the ways in which they meet their basic needs, use their resources, earn their livelihoods, build communities, express their values and beliefs, organize for their common good, and interact with each other.

This course is based on the premise that students need to know more about contemporary situations, social institutions, and trends in the human occupancy of the earth in order to act as informed, responsible citizens of the world. The course is based on the identification of key elements of geography, a consideration of the relationships among them, and an explanation of the patterns that emerge from their interaction.

The two key elements in human geography are population and environment. Population includes factors such as the variety, number, and distribution of people; their cultures; their movement; and the characteristics that they develop as they organize themselves in a particular location. Environment involves the critical background to all human use of the earth; it is dynamic and may be significantly modified by the people who use it.

Through a variety of processes, the interaction between these two basic elements results in imprints over the surface of the earth. These imprints derive from the following:

– ***settlements:*** the ways in which people organize their living space, from the widely spaced settlements of a desert to the huge conurbations of the industrial regions

– ***livelihoods:*** the ways in which people earn a living

– ***political systems:*** the organizations that people devise for sharing space and resources and for deciding how they shall be used

– ***cultures:*** the totality of the ideas of a people who have shared certain historical experiences, including their beliefs, values, and stage of technology

Course Objectives

A course in human geography shall provide students with opportunities to:

– identify and analyse trends in the human use of the earth;

– recognize that the human use of the earth is subject to the opportunities and constraints present in the natural environment;

– examine a selection of the processes, including political ones, by which people occupy and organize the space around them;

– acquire an understanding of a variety of imprints on the landscape that result from human occupancy;

– compare and account for human landscapes, using economic or cultural criteria.

Course Organization

A course in human geography shall consist of the following four sections:

– ***Section A: Overview and Focus.*** Students will be given a brief overview of the relationships and interactions between population and environment. Preliminary decisions will be made on a focus for the studies outlined in section C. Students will develop a working definition of the term *human geography*. About 5 per cent or less of the time available for the course should be allotted to this section.

– ***Section B: Population and Environment.*** This section will provide students with opportunities to consider the ways in which populations and environments interact. About 10 to 20 per cent of the time available for the course should be allotted to this section.

– ***Section C: Imprints.*** Students will examine the imprints caused by the interactions of people and environments, using either an economic or a cultural focus. The economic focus will consider livelihoods and will include the study of the following major concepts: basic needs, location, flows, disparity. The cultural focus will consider ways of life and will include the study of the following major concepts: origins, diffusion, territoriality, the global village. From 50 to 70 per cent of the time available for the course should be allotted to this section.

– ***Section D: Change, Trends, and Planning.*** Students will investigate current issues to identify societal trends, to predict outcomes, and to consider planning models and techniques that might improve decision making about future uses of the earth and its resources. From 15 to 30 per cent of the time available for the course should be allotted to this section.

Policy and Planning Considerations

When planning or implementing this course, teachers must refer to the following:

– Parts A and B of this guideline

– the introduction to the Senior Division geography program on page 2 of this document

– the major planning considerations outlined on pages 3–5 of this document

In addition to the general information provided in the references above, the following planning considerations are specific to this course and should be noted:

– ***Specific content.*** Human geography is intended to be a world course. In their choice of specific content for this course, teachers shall ensure that illustrations and examples from at least four continents are used.

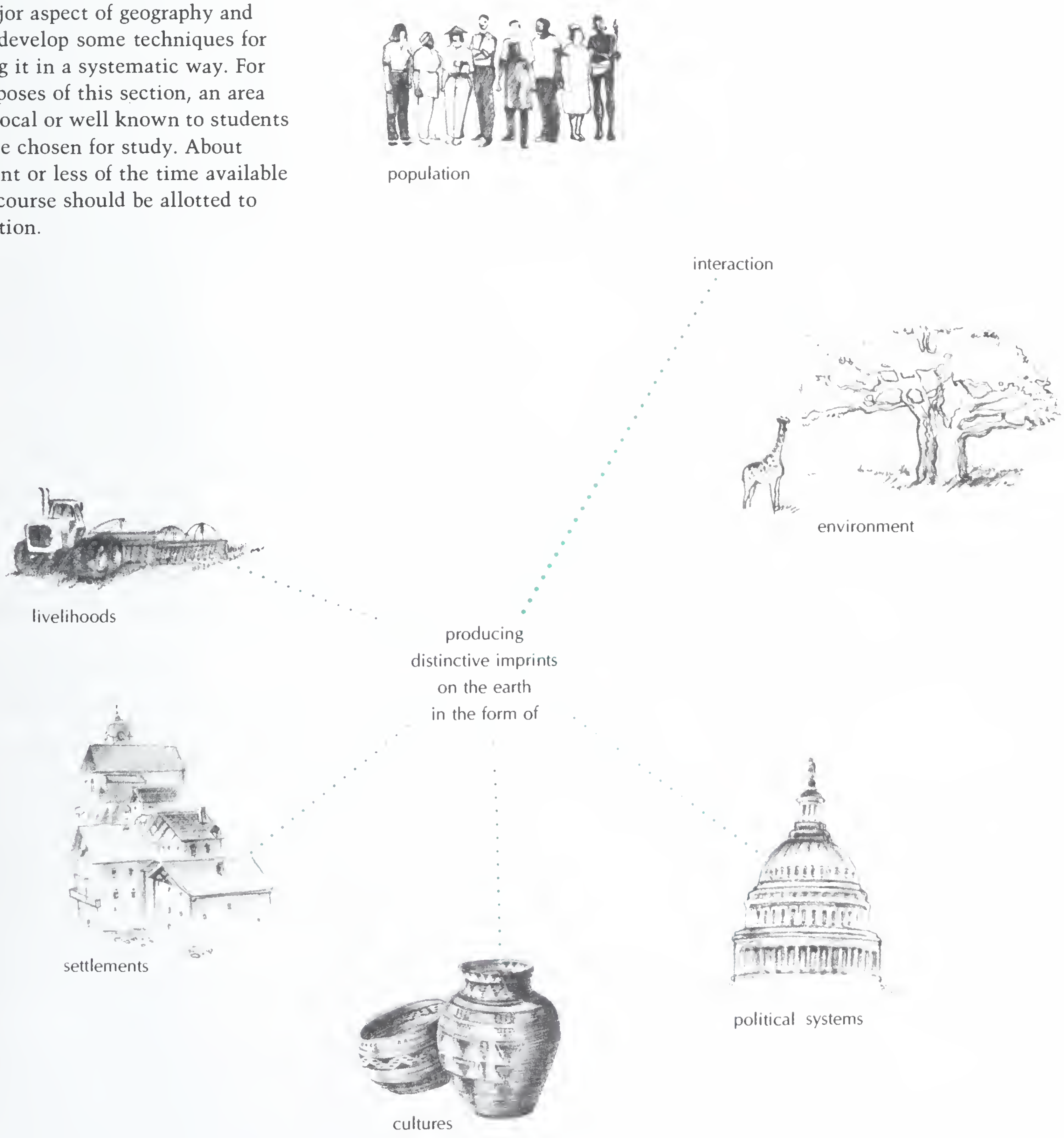
– ***Fractional credits.*** If offered, modules for fractional credit developed from this course outline shall be as follows: a quarter-credit module may be developed from section D; a half-credit module may be developed from section C *or* from a combination of sections A, B, and D.

Course Outline

Section A: An Overview of Human Geography

This introductory unit will identify a framework within which the rest of the course can be viewed. Students should see human occupancy as a major aspect of geography and should develop some techniques for studying it in a systematic way. For the purposes of this section, an area that is local or well known to students might be chosen for study. About 5 per cent or less of the time available for the course should be allotted to this section.

A Perspective on Human Geography



Attitudinal objectives. Students shall be provided with opportunities to:

- recognize that human uses and abuses of the natural environment are the best measures of attitudes towards that environment;
- appreciate that the result of unwise uses of the natural environment can be human suffering.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	identify the two basic elements of human geography: population and environment;
G A	identify examples of both natural and built components of the environment;
B G A	study ways in which technology affects the environment;
G A	describe ways in which human beliefs, goals, values, and technology affect the environment;
B G A	investigate some of the methods used to examine human imprints on the natural environment, including the study of settlements, political organizations, livelihoods, and cultures.

Skills objectives. Students shall be provided with opportunities to:

B	discuss the use of questions to direct studies in human geography;
G A	establish criteria for assessing the value of questions for an inquiry into human geography;
B G A	use information-access tools such as the library catalogue;
G A	use information-access tools such as indexes to films and videotapes, computers, newspapers, and periodicals;
A	use information-access tools such as data bases;
B G A	identify main ideas and supporting ideas in a source of information;
B	identify the main topic in a source of information;
B G A	observe past-present, cause-and-effect, and sequence relationships in data;
G A	observe whole-part and comparison relationships in data;
A	observe relationships in data that involve ranking;
B G A	draw and defend conclusions about relationships;
B G	prepare brief bibliographies and understand the use of footnotes;
A	write a short essay, including a bibliography and footnotes that are organized in the proper form.

Section B: Population and Environment

People occupy space on the earth's surface and use its resources to sustain their lives. Human population is distributed unevenly, primarily because people tend to live in places where they can find resources to sustain their lives in the best possible way. Geographers study population numbers and distribution, and the movement and characteristics of people as they organize their activities. They also study the physical space, both to determine the resource base that it affords and to examine the current and potential effects of its use by people.

The purpose of studies in this section is to help students understand how population and environment interact. Throughout human history, people have expanded the range of livable environments. Students should come to understand the nature of environmental systems and the effects of human intervention on those systems. For example, students should examine the outcomes of modifications such as the conversion of a natural ecosystem to improve agricultural productivity or to create urban complexes. Because both success and failure increase knowledge and make people more aware of long-term consequences of their actions, both positive and negative modifications to the environment should be considered.

From 10 to 20 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize that individual beliefs about the environment affect the way it is used;

– recognize that progress may have human and environmental costs.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn ways in which natural environments form an interdependent web of interacting systems and subsystems;
B G A	learn ways in which humans are part of the natural environment and interact with its systems and subsystems;
B G A	investigate environmental problems associated with the rapid growth of the human population;
B G A	explain the factors that allow some environments to support many more people than other environments;
B G	identify examples of components of the local environment that encourage or discourage the growth of the human population;
B G A	examine the global patterns of population density, distribution, and migration that result from the different abilities of environments to support human populations;
A	study the effects of technological advances on the rate of modification of natural environments.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	generate a list of questions on a topic dealing with population and environment;
B			discuss the quality of the questions;
	G	A	establish criteria for assessing questions;
B	G	A	select and develop an organizer (topical outline) for the topic;
B	G	A	use a variety of maps and other sources to find information;
B	G		determine the best map for a specific purpose;
		A	determine the best map projection for a specific purpose;
B	G	A	re-examine the appropriateness of the organizer in view of the information obtained;
B			draw conclusions based on their observations;
	G	A	draw conclusions based on their systematic evaluation of evidence;
		A	weigh alternative conclusions critically;
B	G	A	select the best mode for communicating information involving relationships, volume or quantity, inferences, and change.

Section C: Imprints

Studies in this section will be organized to provide *either an economic or a cultural focus.* Given the integrative nature of geographic studies, it will be necessary to draw on principles and concepts as they relate to population, environment, political organization, settlement, economic organization, and culture. From 50 to 70 per cent of the time available for the course should be allotted to the units in this section.

1. Livelihoods – Economic Focus

Livelihoods refers to the ways in which people earn their living. In studying livelihoods, students will examine the way in which production, distribution, consumption, and disposal functions result in imprints on the surface of the earth.

Two centuries of advances in technology have transformed human societies in unprecedented ways. In many parts of the world the increase in population has been accompanied by a shift away from employment in primary industries, such as farming, mining, or fishing. More recently, improved technology has enabled more goods to be manufactured by fewer workers. Modern transportation and communications networks are bringing the concept of a global village to reality.

If an economic focus is chosen for this section of the course, students should examine how economic activities affect the environment and how the processes alter the landscape. Studies are organized into the following four units:

a) Basic Needs

b) Location

c) Flows

d) Disparity

a) **Basic Needs**

Human economic needs are met through the use of the environment. Although basic needs are universal, the ways of satisfying them vary greatly. Because of environmental, social, political, and cultural factors, there are great disparities in the way peoples' basic needs are met in different parts of the world. This unit should consider the reasons for these disparities.

The following objectives relate to the ways in which needs for food are met. Teachers may wish to supplement these objectives or to develop similar ideas about needs for water, energy, or shelter to convey the concept of disparity in meeting needs.

Attitudinal objective. Students shall be provided with opportunities to express and consider moral and ethical questions raised by inequalities in food supply and living standards among nations.

Knowledge objectives. Students shall be provided with opportunities to:

B	G		examine a hierarchy of human needs;
B	G	A	study examples of ways in which humans meet their basic needs through the use of the environment;
B	G	A	examine differences in nutrition levels among countries around the world;
B	G	A	learn the characteristics of two or more food-producing systems around the world, such as subsistence farming, commercial grain growing, and aquaculture;
B	G	A	examine ways in which technology has altered food-producing systems in some parts of the world;
B			identify examples of changes in food production in the local area;
		A	investigate the effects of technological change on a country's ability to meet the basic needs of its people;
	G	A	study the effects of changes in food-producing systems on other aspects of life in a country, including employment, land holding, and foreign trade;
	G	A	realize the importance of transportation and communications networks for the worldwide distribution of food;
		A	learn about the disparity in food resources among the countries of the world.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	formulate suitable questions for an inquiry on meeting basic needs;
B	G	A	select and develop an organizer for the study;
B			use specialized reference sources, such as atlases and encyclopedias;
	G	A	use microfilm, microfiche, and specialized reference sources, such as *Facts on File* and *Canadian Newsfacts*;
B	G	A	select information on the ways in which people meet their basic needs from appropriate pictures, maps, diagrams, charts, tables, and opinions;
		A	select appropriate quotations to obtain specific information on the ways in which people meet their basic needs;
	G	A	select the best mode for communicating information involving relationships.

b) **Location**

Primary economic activities, such as farming, mining, fishing, and forestry, are tied to their resource base. For other economic activities, a specific set of factors helps to determine their most appropriate location.

In this unit students should analyse locational factors for a variety of economic activities, including examples of primary, secondary, and tertiary industries. In the process they should consider the effects of current and prospective technologies and of urbanization on future locational decisions.

Attitudinal objectives. Students shall be provided with opportunities to:

– explain the issues involved in choosing between the purchase of foreign or Canadian goods;

– recognize the consequences of interdependence on people in various parts of the world.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	understand the factors that influence the location of primary, secondary, and tertiary sector activities;
B	G	A	study examples of activities from each sector and reasons for their location;
B			study the characteristics of local businesses and their locational requirements;
	G	A	explain the effects of changing technologies on the location of economic activities;
B	G	A	investigate the effects of changing technologies on the labour force;
B	G	A	identify the forces that lead to the concentration of economic activities;
	G	A	become aware of the consequences of concentration for environmental, economic, and social systems;
	G	A	recognize the role of governments in the location of economic activities;
		A	understand the role of subsidies in maintaining economic activities;
	G	A	investigate techniques used to forecast the future for businesses and the consequences of inappropriate planning.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	generate a list of questions on the topic of economic location;
B	G	A	select and develop an organizer (topical outline) for the study;
		A	begin to use statistical models, theories, and conceptual frameworks;
B	G		describe the global location of places or regions through descriptions of the following: major water boundaries, neighbours, hemisphere or continental location, distance and direction from major countries or cities, latitudinal comparisons with other countries or regions;
B			explain the importance of relative location by interpreting relationships among location, topography, and climate;
	G	A	relate location to value, using criteria such as accessibility or amenity;
		A	prepare general rules for the location of an economic activity.

c) **Flows**

Flows refers to the movement of people, energy, goods, money, and information. Students should examine flows such as the migration of labour, tourist travel, the movement of a commodity such as oil or wheat, satellite communications, the provision of consumer credit through electronic technologies, and the provision of foreign loans to emerging nations. In each case the worldwide effects of the flows on both sender and receiver should be considered.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize the need to be receptive to change;

– reflect on national and personal attitudes towards foreign investment, travel, and sources of entertainment.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	examine instances of interdependence among parts of the world;
G A	identify factors that promote international trade in goods and information;
G A	learn the extent to which current technologies enable rapid flows of people, goods, money, and information among all parts of the earth;
B G A	examine instances of the migration of people to other countries and to urban areas;
B G A	study the effects of cultural, economic, and political barriers on the flow of people;
B	understand the relationship between Canadian consumers and the global trading pattern;
A	examine the effects of tariffs and other barriers on international trade;
G A	recognize the role played by multinational corporations in promoting and maintaining flows within the world;
B G A	describe and account for the flow of one or more specific commodities traded on a global scale;
B	consider the factors that encourage Canadians to travel in Canada and to other countries;
G A	investigate the effects of international investment on global flows of money and goods.

Skills objectives. Students shall be provided with opportunities to:

B G A	select and develop an organizer for an inquiry on flows in the world;
A	assess the reliability of information about the movement of goods and people;
B	use simulations and role playing to make clear how points of view affect decisions;
G A	use models to illustrate systems and processes such as trade flows.

d) **Disparity**

The uneven distribution of the world's wealth and the inequality of access to opportunity are ongoing problems for both countries and individuals. In this unit students should examine the causes of economic disparity, its effects on countries and individuals, and the measures that are needed to reduce the gap between rich and poor.

While disparity can be described by means of a number of economic indicators, students should also investigate the contrasts between rich and poor in aspects such as health, nutrition, sanitation, political stability, and access to education. As part of their study students should become familiar with the role of government and private agencies in providing aid and assistance.

Attitudinal objectives. Students shall be provided with opportunities to:

- become aware of disparity within the local community or region;
- weigh the costs to the developed world of not reducing disparity;
- become aware of conflicts between the wishes of various groups within society and government policy.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	become aware of the extent of the economic disparities among the countries of the world as measured by such indicators as incomes;
	G	A	consider the extent of the economic disparities among the countries of the world as measured by such indicators as trade patterns, economic growth rates, and energy consumption;
B	G	A	examine the effects of poor economic conditions on individuals and families in developing countries;
	G	A	understand the causes of the unequal distribution of wealth in the world, including historical, economic, and environmental factors;
		A	examine the effects of poor economic conditions on businesses and institutions in developing countries;
	G	A	examine international programs instituted by governments in the developed world to reduce economic inequalities;
B	G	A	examine the types of programs instituted by governments in Canada to deal with problems associated with poverty;
B	G	A	consider the efforts of non-governmental agencies to overcome problems of unequal wealth;
B			become aware of a Canadian governmental or non-governmental program aimed at reducing global disparities;
B	G	A	study the extent of economic disparities in a developed nation such as Canada;
B	G	A	investigate the techniques used to analyse data on economic characteristics, using a computer if appropriate.

Skills objectives. Students shall be provided with opportunities to:

B G A	formulate suitable questions for an inquiry into global disparities;
B G A	select and develop an organizer for the focus of the inquiry activity;
B	examine pictures and photographs in a systematic way to determine the following about a particular area or country: the style of clothing worn, landscape features, the quality of houses and other buildings, the level of technology, the influence of other cultures, similarities to and differences from other regions, other clues about wealth and poverty;
B	select appropriate pictures, maps, and diagrams;
B	interpret graphs, for example, multiple-line, vertical-bar, compound-bar, and divided-circle graphs;
G A	interpret graphs, for example, divided-circle and semi-log graphs, as well as age- and sex-population pyramids.

2. Ways of Life – Cultural Focus

Culture refers to the heritage of a people, including their ideas, beliefs, values, and level of technology. Throughout history there has been a movement of people and ideas over the earth. The result is a dynamic, global mosaic of races, religions, and languages that is remarkably complex.

If a cultural focus is chosen for this section of the course, students should examine ways in which human occupancy and use of the earth are influenced by cultural factors and how these are reflected in the landscape. Studies are organized into the following four units:

a) Origins

b) Diffusion

c) Territoriality

d) The Global Village

Teachers should note that studies could be organized that would combine the objectives of units (a) Origins and (b) Diffusion.

a) Origins

Human beings are believed to have originated in a number of hearthlands, from which groups emerged and migrated to form the current pattern of occupancy of the earth.

In this unit students should investigate a number of key ideas about the ways in which culture has influenced occupancy and use of the environment. As an initial exercise, it would be useful to examine the local landscape to determine ways in which the inhabitants' perception of the environment influenced their decisions about its use. The Native peoples of Canada had and continue to have a holistic conception of their environment. Their knowledge, skills, and attitudes, as well as those of the early settlers and recent immigrants, should be considered. Subsequent studies should examine a number of examples of the origins of recent ideas and influences.

Attitudinal objectives. Students shall be provided with opportunities to:

– develop respect for the cultural and religious traditions of others;

– recognize that our culture is the result of many others, each with its own customs, traditions, and values;

– become aware of differences in male and female status in a variety of cultures.

Knowledge objectives. Students shall be provided with opportunities to:

	G	A	investigate the locations of the earliest human groups;
		A	evaluate theories and evidence that explain the location of the earliest human societies;
B	G	A	study ways in which the environment influences the way of life of people in traditional cultures;
	G	A	review ways in which the activities of the people in a traditional culture affect the environment;
	G	A	become aware of the elements that combine to form culture, including religions, languages, technology, and political ideologies;
B	G	A	identify examples of ways in which the local environment provides evidence of the community's values, economic objectives, political organization, and technological capabilities;
B	G		learn about the origins of two or more significant developments, such as inventions, plant species, and modes of transportation;
		A	understand the circumstances that led to significant developments, such as inventions, the refinement of plant species, modes of transportation, and political systems;
B	G	A	evaluate the significance of current developments in science, technology, politics, commerce, transportation, resource use, or architecture that are likely to have an effect on landscapes in the future.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	use the inquiry model as described in Part B of this guideline to investigate the effect of a society on the area it occupies;
B	G		orient a map to another map and an aerial photograph to a map;
		A	interpret cultural information found on topographic maps;
B	G	A	identify cultural features on an aerial photograph;
	G	A	explain cultural patterns found on an aerial photograph;
B	G	A	use simulations and role playing to make clear how points of view affect decisions on the use of land;
B	G	A	describe and explain landscape changes over time in a specific location.

b) **Diffusion**

As long as there has been interaction among groups, there has been movement of people, information, money, and goods. Processes of diffusion act to spread these and to reduce the isolation of any part of the earth. Geographers are interested in the routes and modes of diffusion and the effects that diffusion has on landscapes and the use of the earth.

In this unit students should examine processes of diffusion in the contemporary world and their effects on a variety of societies. In each case both the processes of diffusion and the effects of an innovation on the receiving society and on the environment should be considered.

Attitudinal objectives. Students shall be provided with opportunities to:

- evaluate the effects of change on individuals and societies;
- value their personal background and cultural heritage.

Knowledge objectives. Students shall be provided with opportunities to:

B	G		examine the world pattern of a language or religion, including its place of origin and current distribution;
B	G	A	study examples of the paths or flows by which people, animals, beliefs, ideas, technology, or other phenomena have been disseminated;
B			investigate a specific example of diffusion, such as that of a crop, a product, or an idea;
B	G	A	recognize the barriers that can prevent the movement of people, goods, and ideas;
B	G	A	identify ways in which people have overcome barriers to the spread of ideas;
	G	A	study examples of how current technologies make possible the rapid movement of money, people, goods, and ideas;
		A	understand the role played by national governments and multinational corporations in the diffusion of ideas, goods, and technology;
B	G	A	investigate the effect of an innovation such as computers in schools or a new product in society.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	use the inquiry model described in Part B of this guideline to investigate questions on the origin and diffusion of one or more plants, products, inventions, or ideas;
B	G		use diagrams that illustrate the diffusion of plants, products, styles, inventions, information, or ideas;
	G	A	use a computer to predict the pattern of diffusion for a product, an idea, or a disease;
B	G	A	undertake research, using various parts of a book (e.g., glossary, appendixes, map list, illustration list) and library facilities (e.g., the catalogue, periodical indexes, vertical files, data bases) to locate information;
		A	undertake research, using the full resources of modern library facilities (e.g., newspaper and magazine indexes, vertical files, microfilm, data bases such as INFO GLOBE, publications such as *Facts on File*).

c) Territoriality

Over time the earth's surface has been partitioned into territorial units ranging in size and complexity from tribal lands to huge sovereign states. Ideally, within such units there should be a general acceptance of societal goals and obligations. Often, however, this is not the case, and there are many examples of tension within political units because of racial, cultural, political, or economic differences. Simultaneously there is a trend towards nationalism, as small groups vie for political autonomy, and an opposite trend towards larger economic units. Similarly, nations have both common and competing interests with other nations. As a consequence, each takes steps to further its interests through alliances, co-operation, or confrontation.

In this unit students should consider how the sequent occupance of an area results in the establishment of cultural identity and leads inhabitants both to define and protect their boundaries. Students should be encouraged to examine the cultural identity of one or two other societies and to compare them with their own.

Attitudinal objective. Students shall be provided with opportunities to understand the political and cultural aspirations of minority groups in the world.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn the ways in which culture leaves an imprint on the landscape;
B G A	identify examples of the ways in which cultural identity is expressed through such things as language, clothing, food, art, literature, music, and architecture;
G A	identify examples of the ways in which cultural identity is expressed through such things as political ideology and national goals;
B G A	examine the variety of scales at which cultural identity may exist, from an ethnic neighbourhood to a sovereign nation;
G A	examine ways in which countries and groups establish and maintain their political or cultural identity;
B	study one group of people in Canada that has maintained a distinctive cultural identity;
G A	identify examples of groups or countries in the world that have maintained strong cultural identities;
B G A	investigate sources of conflict among cultural groups within a country or between two countries;
B G A	understand changes in the landscape over time as a result of occupancy;
A	study the factors that allow the global superpowers to maintain their spheres of influence in the world.

Skills objectives. Students shall be provided with opportunities to:

B G A formulate suitable questions for an inquiry on the topic of territoriality;

B G A become familiar with the following sources of geographic information: maps, charts, graphs, photographs, atlases, dictionaries, current newspapers and magazines, government departments, tourist agencies, experts;

G A become familiar with the following sources of geographic information: computer software, data bases, back issues of newspapers and magazines;

A become familiar with information sources such as INFO GLOBE and Statistics Canada publications.

d) The Global Village

The many processes that have created the current world mosaic of races, religions, nation states, ideologies, and associations not only continue to exist, but are accelerated by rapid advances in technology. In this unit students should examine a selection of the processes that are creating greater interdependence among people in all parts of the globe.

An examination of current patterns of migration, economic organization, communications, transportation, and urban development should be included. Students should examine the effects of growing internationalism on their own lives and attitudes. In particular, students should examine the effects of the concentration of population in urban places on the spread of cultural phenomena.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize their personal biases, prejudices, and preconceptions about others;

– search out sources of images and stereotypes about cultures and nationalities and recognize the dangers and consequences of stereotyping;

– evaluate the effects of the urbanization process on human values and behaviours.

Knowledge objectives. Students shall be provided with opportunities to:

B G A understand the uses and meaning of the term *global village* in current literature;

B G A investigate how current processes of migration, economic development, and transportation and communications technologies contribute to the development of the global village;

B G A examine instances of international co-operation in a variety of areas, including scientific, educational, cultural, and economic fields;

G A study ways in which multinational corporations overcome political barriers and operate as though the world were a global village;

A recognize the influence of the General Agreement on Tariffs and Trade (GATT) on trade among nations;

G A understand the effects of urbanization, particularly in developing countries, on the creation of a global village;

B consider the ways in which Canada's multicultural society exemplifies characteristics of the global village.

Skills objectives. Students shall be provided with opportunities to:

B G A formulate questions and select an organizer to focus an inquiry activity on the global village;

B G A assess the usefulness of the skills employed in the inquiry;

G A create maps, graphs, text, and flow charts to show patterns in the global village;

G A draw concept maps that show relationships among parts of the global village;

A use diagrams to illustrate systems and processes such as trade flows and urbanization.

Section D: Change, Trends, and Planning

In the contemporary world change is a constant. An important dimension of studies in human geography is the identification of societal changes and trends, their causes, where they might lead, and what action is needed to encourage or counteract them. For example, a trend towards increased leisure time and greater disposable income in a society is likely to lead towards an increasing demand for specific types of goods and services. Such information is useful to planners in both government and industry who have the task of allocating space and resources.

This section of the course has the following three broad purposes:

- to have students employ the skills that they have acquired during the course to analyse situations and to identify trends in the human use of the earth;
- to help students see the significance of societal trends;
- to provide students with an understanding of the principles and techniques of planning for effective change, as it relates to the use of space and resources.

The application of basic concepts and models of planning can be approached through the use of concrete examples that are appropriate for the composition and skill level of the class. Teachers should use issue-analysis, problem-solving, and inquiry techniques to organize studies in a systematic way.

Studies should include the following steps:

- the description of the main elements present in the specific location and situation (i.e., population, environmental, political, cultural, and economic factors)
- the description of the interaction of the elements
- the identification of the effect of a change or trend on each component of the system
- the evaluation of the significance of the change or trend to the overall situation

The following are some sources of topics for studies of changes and trends and their possible consequences:

- transportation and communications technologies
- the organization of multinational corporations
- alliances for economic or military reasons
- the relocation of manufacturing plants for specific products
- urbanization in developing nations
- mechanization and automation in manufacturing
- consumption patterns for key commodities
- population pyramids for selected countries
- changes in economic or political philosophy within a selected country
- advances in agricultural productivity
- changing climates
- resource-management schemes in Communist and developing nations

Although there are circumstances and conditions over which leaders and planners have little control, good planning can help shape the processes of change and identify alternative courses of action.

The following are some sources for studies of the planning process and the implementation of planning principles:

- local planning boards
- conservation authorities and parks commissions
- corporate planning departments
- large-scale development projects
- "think tank" research institutes
- government policy statements
- reports of study commissions
- United Nations planning agencies and programs

From 15 to 30 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

- reflect on their personal need for both stability and adaptability in a changing world;
- develop confidence in assessing the quality and relevance of information;
- develop the commitment necessary for achieving long-term goals;
- evaluate their own role in shaping world trends.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	study examples of changes in one element of a society (e.g., population, environment, settlement, livelihoods, political organization, culture) and how they affect the other elements of the society;
B	G	A	understand the planning process, including the need to formulate goals and objectives, to analyse and synthesize appropriate information, and to develop and implement plans;
B	G	A	recognize the need to apply planning techniques to overcome the harmful aspects of change;
	G	A	explain the term *sequent occupance* and provide several examples of it;
B			identify one specific trend in Canada or the local community involving the use of space or resources that has benefited or would benefit from proper planning;
	G	A	identify several examples of trends on a national or international scale involving geographic aspects that have benefited or would benefit from proper planning;
B	G	A	examine attitudes and conditions, valid or otherwise, that often lead to resistance to change;
B	G	A	consider strategies that can be applied to overcome obstacles to change.

Skills objectives. Students shall be provided with opportunities to:

B G A apply the basic inquiry model outlined in Part B of the guideline;

B G A use a planning process to develop and implement a program to bring about a desirable change in the school or local community;

B G A use a variety of sources to find information about changes and to estimate their significance;

B G A depict geographic information neatly and accurately on outline and sheet maps;

G A interpret topographic maps in a systematic way, considering the following: location, broad patterns, cultural features, evidence of transportation and communications, economic activity, history of settlement, evidence of change;

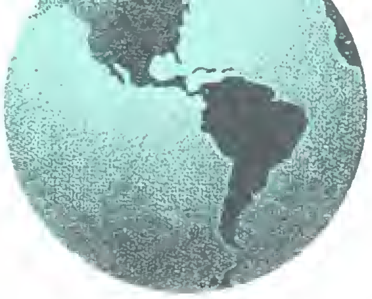
B recognize patterns of features on an aerial photograph;

A interpret vertical and oblique aerial photographs in a systematic way, using clues such as the following to determine relationships: location, cultural features, evidence of transportation and communications, economic activities;

B G A interpret information about changes and trends from charts and tables;

G A use a computer program that illustrates the effects of interacting variables over time.

REGIONAL GEOGRAPHY (GRE)



Introduction

A student may earn a maximum of one credit for a course or for modules developed from this course outline. There are no prerequisites for this course, for which the common course code is GRE.

Much of the development of geography as a discipline for describing and explaining the characteristics of the earth has been based on attempts to identify the character of representative world regions. A region is a distinctive segment of the earth defined according to some particular criterion or set of criteria. The extent of regions will vary according to the purposes of those who define them. Studies in regional geography examine the interactions of specific human populations with the particular geographic locations in which they live. Regions give a focus for study by providing subdivisions of the earth that are both manageable and significant.

This course is based on the following three-part rationale:

– Regional studies add significantly to students' general knowledge and broaden and deepen their understanding of human efforts to organize and use the earth's space and resources.

– Regional studies help students become familiar with the procedures and processes employed in analysing the use of space on the earth's surface, develop the ability to perceive patterns and relationships, and exercise sound reasoning in reaching conclusions that are consistent with all available information.

– Regional studies enable students to use the skills of analysing, determining relationships, synthesizing, and generalizing to integrate and understand the various aspects of a region, thus gaining a fuller understanding of the many similarities and differences among the parts of the earth.

Course Objectives

A course in regional geography shall provide students with opportunities to:

– gain knowledge of the physical, cultural, and other dynamic processes that act to create similarities and differences among places on the earth's surface;

– come to a fuller understanding and appreciation of the vast diversity to be found in the physical and human geography of the earth;

– assess the influence of physical, social, political, economic, and cultural factors on the development of regions;

- explain how one part of a region relates to another part of the same region and functions interdependently within the region;

- explain how one region relates to other regions and functions interdependently within a larger system of regions;

- investigate current issues that can be illuminated through the use of regional study techniques;

- reach conclusions and make generalizations that are consistent with the information gathered and with the scale of the study;

- practise skills of regional analysis that have practical application in the world of work;

- develop further their cognitive and geographic skills, as outlined in Part B of this guideline, in ways that are appropriate to their level of ability and the regions studied;

- appreciate the opportunities and constraints experienced by people living in environments and circumstances that are different from their own;

- appreciate that the region they live in will influence their personal attitudes, lifestyle, employment opportunities, and quality of life.

Course Organization

A course in regional geography shall consist of the following four sections:

- ***Section A: Defining Regions***. This section will use a region or regions (the local area might be used) to develop the concept of region and to describe ways in which the concept of region is employed by people. From 10 to 20 per cent of the time available for the course should be allotted to this section.

- ***Section B: Selected Regional Studies***. Students will study three or more regions, using regional-study techniques. From 50 to 60 per cent of the time available for the course should be allotted to this section.

- ***Section C: Issues and Trends***. Students will use regional-study techniques to analyse issues or to assess the significance and likely outcome of trends in two or more regions. From 10 to 20 per cent of the time available for the course should be allotted to this section.

- ***Section D: Planning***. Students will use regional-study techniques for planning purposes in two or more regions. From 10 to 20 per cent of the time available for the course should be allotted to this section.

Section D is not required in courses developed for the basic level of difficulty, but it may be included as an option. If it is not included, the time allotment should be added to sections B and C.

Policy and Planning Considerations

When planning or implementing this course, teachers must refer to the following:

- Parts A and B of this guideline

- the introduction to the Senior Division geography program on page 2 of this document

- the major planning considerations outlined on pages 3–5 of this document

In addition to the general information provided in the references above, teachers should note the following three planning considerations that are specific to this course:

- ***Specific content***. It is intended that world regions be studied in this course. In their choice of specific content for study, teachers shall ensure that the regions chosen are drawn from a minimum of four continents.

– ***Knowledge objectives***. The expanded descriptions for each section of this course contain few knowledge objectives because the choice of regions to be studied is determined by the teacher. The specific knowledge objectives must be identified by the teacher before the study of the regions begins. Some of the knowledge that students should gain from regional studies is procedural; that is, students should be learning how to identify regions, to choose criteria to define them, to establish boundaries, and to recognize the limitations and advantages of the scale of a study.

– ***Fractional credits***. If offered, modules for fractional credit developed from this course outline shall be as follows: a quarter-credit module may be developed from section A together with one region from section B. A half-credit module may be developed from material from all sections of the course; the time allocations should be proportional to those for a full-credit course.

Course Outline

Section A: Defining Regions

The term *region* is used in a variety of ways in everyday conversation. When people talk about vacation plans, where they live, local government units, or farming areas, they use the word *region* to convey their vision of an area having a specific location and identity. This section should familiarize students with a more precise use of the terms and concepts associated with regions and enable them to study regions in a meaningful way. To begin, students should consider ways in which the area around them may be defined in spatial terms.

Regions are delimited for many purposes. Regional studies focus on a part of the earth's surface for specific reasons. For the purposes of this course, two types of regions are identified:

– ***Homogeneous or formal regions*** display a common characteristic or common set of characteristics throughout an area; examples include a physiographic region, an urbanized area, or a forest biome.

– ***Functional or nodal regions*** are defined in economic or cultural terms, such as the trade area of a settlement, the circulation zone of a newspaper, or the area of a country. Such regions are often tied together by patterns of circulation and may be made up of contrasting but related parts.

Students should examine an area (the local area could be used) to identify examples of each type of region and consider the usefulness of their examples for specific purposes. Each study should include simple maps, a description of the criteria used to define the region and its boundaries, a number of accurate statements about the region, and a list of questions or issues that could be addressed through the use of the region as a framework for study and a source of information. Students should be given opportunities to formulate their own regions. The work should have some measure of personal interest or value to them.

Table 1 provides suggestions of regions within each of the categories noted above that could be studied in courses offered at each of the three levels of difficulty. The regions are listed from least to most complex.

From 10 to 20 per cent of the time available for the course should be allotted to this section.

Table 1. Sample Regions for Study, by Level of Difficulty

Level of Difficulty	Homogeneous Region	Functional Region
Basic	– housing subdivision – marsh or pond	– paper route – delivery area for fast-food franchise – fire-department precinct or zone – township
General	– county forest – climatic region – urbanized area	– sales representative's territory – government administrative area (e.g., forest, highways, tourism) – school district – manufacturer's warehouse-distribution area – telephone exchange – metropolitan area
Advanced	– forest biome – climatic region – farming region – zone of light industry	– newspaper circulation zone – conservation area – government election riding – urban-transportation system – region centred by a metropolis

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize their own personal perceptions of the area around them;

– realize that other people may not perceive that region in the same way.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn the meaning of terms and concepts associated with the study of regions;
G A	differentiate between homogeneous (formal) and functional (nodal) regions;
B G A	understand the reasons why individuals, businesses, and governments divide areas of the earth's surface into regions;
B	examine the criteria used to define personal activity space and its boundaries;
B G A	examine instances of the criteria used to subdivide the earth into regions;
B G A	identify examples of the physical and human criteria used to draw boundaries between areas;
B G A	become aware of several methods used by geographers to study a region.

Skills objectives. Students shall be provided with opportunities to:

B	define a personal activity space in terms meaningful to them. Examples of such an activity space include areas involved in their normal range of daily activities, the boundaries of a neighbourhood, a sales territory, and a franchise territory;
B G A	use their knowledge and judgement to identify regions and establish boundaries;
	define an existing region (the local community could be a part of it). The complexity of the example will vary with the level of difficulty at which the course is offered and may include:
G A	a) physiographic regions;
G A	b) vegetation regions;
B G	c) political regions (e.g., wards, ridings, townships, counties);
B	d) administrative regions (e.g., school districts);
B G A	e) economic regions (e.g., a market area for a business);
B G A	generate a list of questions related to the region that has been defined;
G A	establish criteria for assessing the questions;
G	use maps to identify criteria used to subdivide space into regions (e.g., travel time, costs, physiography, climate, vegetation, economics, politics);
B G	divide the earth into regions based on simple criteria such as land-water distribution, physiography, religion, and population density;
B G A	draw simple sketch maps at a variety of scales to illustrate the concept of region.

Section B: Selected Regional Studies

Regional studies often follow a sequence of analysis activities followed by synthesis. In the analysis stage, information is gathered from as many sources as possible, including field work, maps, expository reports, photographs, and statistics in various forms. The complex structure of the region is divided into meaningful parts so that relationships can be examined. Such a breakdown includes an examination of the patterns formed by the physical environment, population distribution, social and political variables, and the connecting links that hold the region together (see table 2).

In the synthesis stage, the component parts are combined in different ways so that the patterns and relationships are clarified. As a result of this process the nature of the region under study is more clearly understood.

A variety of systematic approaches or focuses can be adapted for regional studies (see table 3). To avoid the danger of such studies becoming mere inventories, leading to a "capes and bays" approach to regional studies, most teachers highlight a particularly dominant or influential feature or characteristic of each region studied. The integration of all or most of the components of the region into this theme or focus makes the character of the region more obvious and meaningful. If, in reality, a feature or factor plays a dominant role in the functioning or character of a region, it can give meaning and coherence to the study in the same way. Although most aspects of a particular region may relate to a central, dominant influence, no study should emphasize that influence beyond its actual importance.

In this section of the course students should undertake the study of three or more selected regions. Table 3 provides a number of focuses that can be used to give structure and purpose to the regional studies. No more than one region should be selected from each category. It is not intended that the regions should all be studied for the same length of time, nor that the regions studied should be of the same scale. If the scale of the regions studied is varied, it is possible to demonstrate differences in approaches, detail, depth of analysis, and the kinds of generalizations possible.

Table 2, or a modified form of it, could be used as an organizer to provide a comprehensive overview of the regions studied in section B.

The initial study could be based on an easily defined area such as a river basin. Teachers should review with students the reasons for the specific choices made. The use of the independent-study approach could enable students to make some of their own choices.

From 50 to 60 per cent of the time available for the course should be allotted to this section.

Table 2. Organizer for the Study of a Region's Characteristics

Factors that give character to a region		Effects that tend to unify a region	Effects that tend to bring disunity
Physical	– location		
	– landforms		
	– climate		
	– vegetation		
Cultural	– religion		
	– language		
	– history		
Social	– demography		
	– lifestyles		
	– expectations		
	– social classes		
	– trends		
Political	– governance		
	– ideologies		
	– goals		
	– neighbours		
Economic	– natural resources		
	– capital		
	– transportation		
	– production		
	– markets/trades		
	– surpluses		
	– deficits		

Table 3. Topic Focuses for the Analysis of Regions

Focus	Examples
Physical focus	a region such as the Murray River Basin, the pampas of Argentina, the Mekong Delta, the fiord shoreline of Norway, the Sahel of Africa, or the Mediterranean climate zone
Economic focus	a region such as Hawaii, the English Midlands, or the northeastern seaboard of the United States
Frontier focus	an area that has rich natural resources under development, such as the North Sea, Amazonia, Siberia, or Alaska
Cultural focus	a specific region described in terms of cultural factors, such as Jamaica, the area where the Mormon religion is practised, the Arab world, Polynesia, or Sri Lanka
City-centred focus	a major urban area, such as Atlanta, Tokyo, Los Angeles, London, Paris, Moscow, Shanghai, Sydney, São Paulo, Mexico City, or Brasília
Demographic focus	a region with specific characteristics related to its population patterns, such as the Sahara, China, Holland, Indonesia, or the Nile Delta
Political focus	a nation state or a smaller political subdivision, such as Japan, Cuba, West Germany, Israel, Nigeria, or any state in the United States

Attitudinal objectives. The specific choice of a region and focus will affect the attitudinal objectives that can be achieved. For example, with a frontier focus, environmental questions or the rights of indigenous peoples might be stressed; with a cultural focus, the importance of attitudes, beliefs, and values could be addressed.

Teachers should refer to Part B of the guideline for assistance in identifying opportunities and posing questions that will help students become more aware of the affective domain.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	acquire a content base associated with the three (or more) regions chosen. This includes such items as the characteristics of each region, links between each region and other regions, and the stability, dynamism, and problems of each region;
B G A	learn the sequence of analysis and synthesis associated with regional study;
G A	identify a theme or a focus for the study of a region;
B G A	examine the ways in which parts of a region interact;
B G A	examine the ways in which a region interacts within a larger system of regions;
A	investigate the questions, problems, or issues that need to be addressed before a region can maintain or reach its potential for human occupancy;
A	identify the role of individuals, government, and nongovernmental organizations in the resolution of regional questions, problems, and issues.

Skills objectives. Students shall be provided with opportunities to:

B G A	select and define a region for study;
B G A	use an organizer (topical outline) to gain a comprehensive overview of a region;
B G A	record information in forms best suited to the specific study (e.g., sketch maps to show spatial distributions, diagrams to show interaction, graphs to show quantifiable data);
B G A	draw conclusions about the region;
B G A	discuss and make decisions from their conclusions;
A	create or adapt alternatives to the inquiry process and regional-study approach that was used;
B G A	communicate their findings in a manner consistent with the organizer and purpose of the inquiry;
B	use charts, graphs, maps, and pictures in their records and notes and in short reports;
G A	use complex charts, graphs, maps, and pictures in their records and notes, in short reports, and in some assignments;
B	write coherent records and notes, using point-form outlines and correct sentences and paragraphs;
G A	write coherent and correct multiparagraph essays;
B G A	write descriptions of landscapes, events, and opinions and describe in outline form information found in graphs and charts;
G A	describe points of view held by two or more people on a topic or issue;
B G A	write explanations of relationships based on time sequences, distribution patterns, and comparisons;
B G A	interpret multipurpose maps associated with the regional study;
B	make comparisons by examining information from several maps;
B G A	establish relationships among time, distance, and modes of transportation;

	G	A	orient a map to another map and a photograph to a map;
	G		orient a map by an inspection of features recognized both in the field and on the map;
B	G	A	relate location to value for specific examples, such as houses, cities, industry, crops, and resources;
		A	relate location to value, using criteria such as accessibility or amenity;
B			describe the global location of places, using references such as major water boundaries, neighbours, continental location, latitude, and distance and direction from major cities and countries;
B			locate the home community, using criteria such as time zones, postal zones, and telephone area codes.

Section C: Issues and Trends

In this section of the course students will apply regional-study techniques, as described in section B of this course outline, to examine situations and events in the world. Of particular importance is the examination of factors that bring about change within a specific geographic context. Questions such as the following will help to focus a study:

– ***Economic:*** What accounts for the shift in wealth and influence from the northeastern United States to the South and Southwest? From the United States to other nations or blocs of nations?

– ***Political:*** Why does Southwest Asia have a history of tension and war?

– ***Social:*** Why is there significant economic disparity among the racial groups in the Republic of South Africa?

– ***Resource:*** Who owns the oceans? How should the resources of the oceans be used and conserved?

Teachers will recognize that the information needed to answer such questions is unique to the question or the particular situation. This unit stresses skills in locating information and in exercising judgement about the relative importance of the variables acting within the region under study.

Students should undertake two or more studies, each at a different scale.

The following are types of issues and trends that can be examined in the study of a region:

Issues

- boundary disputes and sovereignty issues
- disparity in wealth within and among nations
- environmental degradation
- proposed development schemes
- access to resources

Trends

- urbanization in developing nations
- counterurbanization in the developed world
- industrialization in the developing world
- deindustrialization in the developed world
- population change in a region or nation
- imbalance in the age/sex composition of an area or nation
- change in a neighbourhood
- mechanization within primary industries: agriculture, forestry, mining, fishing
- changing political or economic power and influence

An alternative approach to studies within this section would be to take a region that has been studied and enrich the study with additional current and very specific information. This makes possible the exploration of a current issue or trend within the region. Such an approach may be particularly appropriate for courses given at the basic and general levels of difficulty.

From 10 to 20 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize that change can result in tension and stress in nations and individuals;

– become aware of the significance of values and attitudes in decision making.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn regional-study techniques and apply them to situations and events taking place in the world;
B G A	examine factors that influence change and that create dynamism in regions, for example, political, social, economic, and technological factors;
B G A	acquire the content base associated with the one or more issues or trend-related topics chosen for study;
A	identify the links and flows that connect a region with other regions;
A	investigate the external forces that often influence regions;
G	learn the components of the inquiry model and its application to regional studies.

Skills objectives. Students shall be provided with opportunities to:

B G A	use current newspapers, periodicals, books, and other media to identify issues and trends that have local, continental, or global significance;
A	play a role in the choosing of at least two issues or trends, each at a different scale, for study;
G A	generate a list of questions related to the trends or issues studied;
B	select and develop an organizer such as time sequence or decision making for studying an issue or trend;

be familiar with a variety of resources that can provide geographic information, such as the following:

- B G A a) maps;
- B G A b) charts;
- B G A c) graphs;
- B d) photographs;
- B e) dictionaries;
- B G A f) current newspapers and magazines;
- G A g) back issues of newspapers and magazines;
- B h) government departments;
- B i) tourist agencies;
- B G A j) experts;
- G A k) primary sources;
- A l) data bases (e.g., INFO GLOBE, Statistics Canada);

use information tools such as the following:

- B G A a) library catalogues;
- G A b) periodical indexes;
- G A c) film and videotape indexes;
- A d) data bases (if available);

use specialized reference sources such as the following:

- B G A a) atlases;
- G A b) microfilm and microfiche;
- A c) computer programs;

B G A summarize information in their own words;

B G A propose solutions to an issue or project and predict the likely outcomes of a trend on the basis of the information gathered;

B G A determine practical uses of conclusions, including some that are school-related;

A determine practical and school-related uses of the skills used in the inquiry;

B G A write to communicate the conclusions reached in their study.

Section D: Planning

This section is optional for courses developed at the basic level of difficulty but is required for courses at the other two levels.

Planning requires the geographer to:

- gather information related to the task and the area selected;
- describe any trends that are taking place and identify any factors that may shape the future;
- visualize the outcomes within the area that people would welcome;
- determine the steps that must be taken to reach those outcomes.

This unit should give students opportunities to use the geographer's skills and methods to understand more clearly the planning process and to carry out their own planning process.

Depending on the number of details involved, decision making can become very complex. The planning process can be applied at any scale, however. A small-scale study could be made of a farmer determining what crops to plant in the following year or of a municipality deciding on the installation of traffic lights. A large-scale study could be made of the considerable effects of the developments planned in such regions as the Tennessee Valley, the London docklands, the Negev Desert, or the Nile Valley. A major consideration in any study will be the likely effects of technological and economic change on the use of land and resources within a region.

This section requires students to use information, techniques, and skills developed during the course in new situations. Student activities may include preparing short research papers, group assignments, audio-visual presentations, and seminars. Care should be taken to provide experiences that avoid meaningless repetition. The teacher's expectations for student achievement should match the level of difficulty chosen by the student for credit purposes.

Inevitably, proposed changes will both affect the lives of people within the region undergoing change and change the region itself. In this section students should recognize the many points of view that must be reconciled and the compromises and trade-offs that are necessary to obtain acceptance of planning decisions. Students should undertake, either individually or in groups, at least two studies in this section of the course.

Students should consider the usefulness of regional-study techniques for one or more of the purposes identified on this page. Suggestions are provided for studies at the basic, general, and advanced levels. However, the interests of the students, the availability of resources, and the relevance of a specific situation should also be considered in determining the topics to which the planning process can be applied.

From 10 to 20 per cent of the time available for the course should be allotted to this section.

Students should consider why regional-study techniques are useful in planning for the following:

Political Purposes

B G A	the drawing of boundaries of electoral districts
G	the establishment of a regional government
A	the annexation of rural land by an urban centre

Environmental Purposes

B G	the introduction of an exotic plant or animal into a different environment
G	the regulation of water flow in a valley
B G A	the disposal of toxic wastes
A	the allocation of timber-cutting rights

Social Purposes

B G	the provision of day-care services
B G A	the locating of new transportation routes (e.g., highways, rail lines) or facilities (e.g., airports, power-transmission corridors)
G	the establishment of green belts
A	the zoning of urban areas
B G	the introduction of new bus or rapid-transit systems

Economic Purposes

B G	the planning of television blackouts for sports events
B G	the location of fast-food outlets
A	the location of transportation terminals
G	the location of a major sports facility
B G A	the location of new industrial facilities

Development Purposes

A	the stimulation of the economy of a depressed region
B G A	the allocation of aid to a needy region or country

Attitudinal objectives. Students shall be provided with opportunities to:

- propose social and environmental principles on which planning should be based;
- recognize the legitimacy of many points of view about the use of space and resources;
- evaluate the quality of decisions about the use of space and resources;
- value objectivity and fairness in decision making;
- accept the need for compromise in decision making.

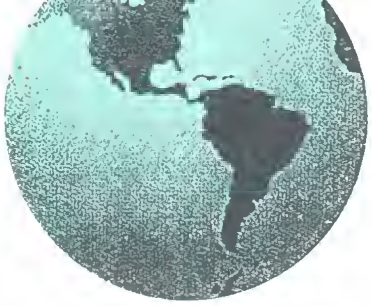
Knowledge objectives. Students shall be provided with opportunities to:

B G A	study the basic processes involved in the planning process;
G A	examine the influence of regional planning on individuals, business, and government;
B G A	explain the relationships between the purpose of a plan and the types of information gathered;
B G A	learn the techniques of regional study as they apply to the gathering and processing of the information required in the planning process;
A	understand the role of compromise and trade-offs when there is competition for the use of land in the planning process.

Skills objectives. Students shall be provided with opportunities to develop the planning skills necessary to:

B	describe in general terms the steps taken to resolve a planning issue or problem;
B G A	identify and describe the issues involved in a specific plan;
G	establish a time period and desired future goal for the plan;
B	identify types of information that will have to be included in the plan;
B G A	identify individuals, business organizations, or governments that will have an interest in the plan;
G A	describe the nature of the interest of all parties in the planning process;
B G A	propose a plan or plans to deal with the issues;
G A	assume the roles of the individuals identified as having an interest in the plan and role-play a discussion on or debate the proposed plan from those points of view;
B	describe and explain the plan orally to the class, using audio-visual aids when appropriate;
B	speak coherently and correctly about the plan;
G A	speak to persuade others to agree on the proposed plan.

URBAN STUDIES (GUR)



Introduction

A student may earn a maximum of one credit for a course or for modules developed from this course outline. There are no prerequisites for this course, for which the common course code is GUR.

Historically, most people were tied closely to the resources of land and water that gave them a livelihood. Today a substantial and increasing proportion of the world's population lives in urban places. Most of the decisions affecting the social, economic, and cultural character of nations are made in urban centres.

Cities are places where opportunities for employment, cultural enrichment, technological innovation, and political activity are found. The economic strength of cities influences even those who choose to live and work in rural environments.

A course in urban studies should ensure that students develop an understanding of the nature of towns and cities, urban lifestyles, spatial organization, internal connections, and connections to the wider world. Because urban places are complex, urban studies will raise many questions for which there are no ready answers. Students should be actively involved in seeking answers to questions and considering the viewpoints of others.

Course Objectives

A course in urban studies shall provide students with opportunities to:

- examine the relationship between economic development and urbanization;
- understand the city as a combination of land uses and connecting systems that enable large numbers of people to live and work in a relatively small space;
- describe and explain systems through which basic needs are supplied within the city by the public sector, the private sector, and volunteer groups;
- become aware of the importance of environmental quality in urban environments by examining issues and predicting the effects of current or planned projects in the community;
- recognize and understand the implications of the hierarchy of urban places in Canada and the world;
- investigate issues associated with the growth of urban centres in the developing nations of the world;
- recognize the nature and consequences of the urbanization process in the contemporary world;
- study urban-planning processes and their implications for future development;
- become aware of the variety of educational, cultural, and recreational activities available to urban residents;
- speculate about how settlement patterns may change in the future;
- develop further the cognitive and geographic skills outlined in Part B of this guideline.

Course Organization

A course in urban studies shall consist of the following three sections:

– ***Section A: Urbanization.*** In this section students will examine the nature of urban places, the worldwide process of urbanization, and some of the social, political, and economic effects of the process on the contemporary world. From 10 to 20 per cent of the time available for the course should be allotted to this section.

– ***Section B: Urban Environments.*** This section encourages students to consider five aspects of the urban scene:

1. images and behaviour
2. neighbourhoods
3. internal structure
4. networks
5. the urban economy

From 45 to 65 per cent of the time available for the course should be allotted to this section.

– ***Section C: Integrative Studies.*** In this section students will consider the political and planning processes that direct urban development, as well as the issues created by the changing demands of development. From 20 to 40 per cent of the time available for the course should be allotted to this section.

Policy and Planning Considerations

When planning or implementing this course, teachers must refer to the following:

– Parts A and B of this guideline

– the introduction to the Senior Division geography program on page 2 of this document

– the major planning considerations outlined on pages 3–5 of this document

In addition to the general information provided in the references above, the following planning considerations are specific to this course and should be noted:

– ***Specific content***. Urban studies is intended to be a world course. In selecting specific content to meet the objectives of the course, teachers shall ensure that illustrations and examples are drawn from at least four continents.

– ***Fractional credits***. If offered, modules for fractional credit developed from this course outline shall be as follows: a quarter-credit module may be developed from section C; a half-credit module may be developed from section B. Modules for fractional credits greater than one-half shall include material from all sections of the course; the time allocations should be proportional to those for a full-credit course.

Course Outline

Section A: Urbanization

Although the effects differ from place to place, the use of land and resources is being reorganized throughout the world by the process of urbanization. In much of the world, current technology enables the extraction of raw materials and the production of food to be accomplished by a decreasing percentage of the population. As a consequence, an ever-increasing proportion of the population is congregating in urban areas. Concurrently, in developed nations, other technologies are enabling people to live away from the heart of the city but still carry out tasks that have traditionally been urban in nature. Much of the world is being reorganized into urban-centred regions with immense metropolitan complexes as their nuclei.

In this unit students should examine some of the reasons for and the significant outcomes of the processes of urbanization on a world scale. A consideration of the factors causing urbanization and counterurbanization in representative locations in both the developed and developing world should be included. Both the benefits and disadvantages of current situations should be considered.

From 10 to 20 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize both the positive and negative effects of the urbanization process on individuals, families, and cultural groups;

– appreciate the effects of the interdependence of urban dwellers that has resulted from the organization of urban places.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	understand the meaning of the term *urbanization*;
B	G	A	study the extent of urbanization on a world scale;
B	G	A	understand the factors causing urbanization;
B	G		investigate the differences between urban environments and rural environments;
		A	learn the relationships between economic activities and the size and distribution of urban communities;
	G	A	examine the effects of urbanization on the lifestyles of people in developed and developing nations.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	develop and defend a definition of *urbanization*;
	G	A	become familiar with information from sources such as Statistics Canada and INFO GLOBE;
	G		choose a suitable method and scale for graphing a set of data;
		A	begin to use statistical models, theories, and conceptual frameworks;
B			interpret graphs showing how Canada's urban-rural population ratio has changed during the past century;
B	G	A	compare Canada's rate of urbanization with that of other countries;
B			draw conclusions on the basis of a variety of information;
	G	A	draw conclusions on the basis of the systematic evaluation of evidence;
	G	A	assess the usefulness of their conclusions;
B			predict future patterns from their conclusions;
	G	A	speculate about alternative outcomes;
B	G		write to explain the time-sequence and cause-and-effect relationships;
		A	select the best mode for communicating information involving relationships and change;
	G	A	undertake research on topics such as the following: a) a major urban centre outside Canada; b) ancient and Old World cities; c) the growth of urban centres in developing nations; d) ways in which large urban centres interact to form national and international networks.

Section B: Urban Environments

From 45 to 65 per cent of the time available for the course should be allotted to this section.

1. Images and Behaviour

Every individual uses and views the city differently, developing a unique image of the urban environment. Individuals and groups in both the public and private sectors differ in the ways they function, obtain goods and services, make decisions, obtain information, and seek employment in cities.

In this unit students might first consider their own attitudes towards urban places and how they use them. From this base, they should consider how the differing needs and objectives of other individuals and groups affect their activities and their attitudes about urban environments and issues. As outcomes of this unit, students should have a broader understanding of urban places, recognize the needs of their inhabitants, and understand better the complexity of urban issues.

Attitudinal objectives. Students shall be provided with opportunities to:

- recognize the needs of persons whose ages, sex, socio-economic status, and cultural backgrounds differ from their own;
- examine their personal attitudes towards the city as a place to live and work.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	understand the concept of urban space;
B	become aware of the needs of urban inhabitants;
B G	examine a variety of attitudes regarding the human use of urban space;
B G A	study the role played by age, sex, stage of life cycle, socio-economic status, and cultural background in the image that people develop of urban spaces.

Skills objectives. Students shall be provided with opportunities to:

B G	gather information about how people view and use urban places from newspapers, magazines, and interviews;
A	gather information, using a stratified sample and a biased sample;
G A	design and carry out research within the community, using procedures such as observation, counting, sampling, and interviewing;
B G A	design a questionnaire;
B G A	record information, using an organizer (topical outline);
B G A	observe relationships between perceptions of the city and age, sex, socio-economic status, and cultural background, using organizers such as decision making and comparisons;
A	use models to illustrate the social structure of the urban environment;
B G A	establish criteria to assess the quality of urban environments and lifestyles;
A	present points of view in debates.

2. Neighbourhoods

Housing is more than simply shelter; it involves design and style, landscaping, location, government regulations, the pattern of streets, the variety of housing types, economic investment, and the density of housing units. Similarly, an individual's choice of a place to live within an urban area depends on a number of social and cultural factors, but particularly on economic ones. Residential neighbourhoods provide myriad examples of cultural differences as expressed in architecture, street plans, lot sizes, signs, and patterns of activity.

In this unit students should examine the processes through which neighbourhoods or sections of the community take on their character. Students might be asked first to define their neighbourhood by drawing a map of it from memory as an exercise. The unit should include studies of ways in which neighbourhoods meet the needs of individuals and groups for employment, mobility, social contact, lifestyle choices, recreation, and both public and private services.

Change in a neighbourhood may occur over time. While the causes for change are sometimes difficult to determine, sometimes they are obvious. Change may be related to the needs of the homeowners; for example, families with young children differ markedly in their housing needs from single persons or couples without dependent children. Sometimes neighbourhoods are changed by an influx of newcomers seeking affordable housing or perhaps a commonality of language or customs; sometimes they are changed by the emigration from the neighbourhood of a particular socio-economic or racial group. The changes may be caused by the introduction of incompatible land uses that may lower land values. Census data can be of considerable help in the mapping of neighbourhood changes.

Attitudinal objectives. Students shall be provided with opportunities to:

– develop an appreciation of racial, ethnic, cultural, and religious diversity in urban society;

– recognize the social and cultural needs of individuals and families at different stages of the human life cycle;

– assess the effects on neighbourhoods of the changing roles of men and women in society;

– evaluate their personal attitudes and values in relation to neighbourhood and community values;

– appreciate the need for and the nature of the social support available within a neighbourhood or community.

Knowledge objectives. Students shall be provided with opportunities to:

B G	understand the concept of neighbourhood;
B G	examine the characteristics of neighbourhoods (e.g., housing types, road patterns, types of services, focal points);
B G A	study the processes that develop and change the character of neighbourhoods over time;
G A	study patterns of residential land use and the forces shaping residential land use, emphasizing the importance of the economic factor;
B G	consider methods of finding a place to live in a large city.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	select an organizer for the investigation of neighbourhoods, such as the use of a decision-making model to find a place to live for a selected individual or group;
B			use a variety of maps, especially those found in newspapers;
	G	A	use real-estate information to draw maps that show patterns in a variety of ways, including graphs, text, and flow charts;
B			examine photographs in a systematic way to determine styles of houses and other buildings; occupations; evidence of religious beliefs, customs, and language; and similarities to and differences from other neighbourhoods;
B	G	A	compare maps and photographs taken at different stages in the growth of the community;
	G		establish criteria for describing the characteristics of a neighbourhood;
B			relate location to value;
	G		relate location to value, using criteria such as accessibility and amenity;
		A	relate services available within a specific neighbourhood to the composition and lifestyle of the residents;
B	G	A	use cost-benefit analysis in making decisions;
B			use pictograms to illustrate house types;
	G	A	use census data to graph demographic and socio-economic characteristics of the community;
		A	use models and transects to illustrate patterns of residential land use;
	G		write descriptions and explanations of the characteristics of a variety of neighbourhoods.

3. Internal Structure

Urban places perform a variety of functions, and each function has certain space requirements. The growth of many early cities was based on their functions as ports, religious centres, or military strongholds. As most cities grew, they took on more functions and created further demands for space appropriate to their expanding functions. As a consequence, urban places have developed patterns of land use related to the nature and scale of the purposes they serve. The demands for space continue today as cities grow and develop functions for serving both their own citizens and those outside their boundaries.

The competition for space in urban places results in differentiation in land values and pressures for changes in land use. Ideally this would lead to the highest and best use for all land within the urban area, but in reality there often must be compromises between economic and social objectives. Urban concentration often requires large expenditures for transportation, utilities, and services. Reduced accessibility and increasing taxes can lead to considerable change in land-use patterns in the inner city. Without careful thought and planning, the best use of space is unlikely to happen, and even planning cannot guarantee it. The role of governments, therefore, becomes crucial to healthy development.

In this unit students should investigate how city-building forces affect land-use patterns within urban areas.

Attitudinal objectives. Students shall be provided with opportunities to:

– relate individual needs and aspirations to urban growth and change;

– recognize the interdependency among individuals, businesses, governments, and non-government organizations within an urban environment;

– evaluate the importance of both economic and social goals in the revitalization of city centres;

– accept the need for compromises and trade-offs in decision making on the use of urban space.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	identify and describe the patterns of commercial, industrial, institutional, and residential land use in a city;
B	G	A	become familiar with the characteristics of commercial, industrial, institutional, and residential land uses;
B	G		examine the importance of site characteristics to the patterns of growth of a city;
B	G	A	investigate factors that create land-use patterns within a city (e.g., land values, accessibility, amenity value, official plans);
	G	A	understand the processes affecting the development of urban structure over time, including external factors;
	G	A	investigate conflicts that develop over the use of urban space;
		A	become aware of theories of urban structure that attempt to explain land-use patterns.

Skills objectives. Students shall be provided with opportunities to:

B	G		map and explain spatial patterns (e.g., the arrangement of stores and services in a shopping mall, land-use patterns in a neighbourhood);
		A	explain land-use patterns (e.g., the distribution of large and small shopping malls in a large urban centre);
B	G		use a variety of maps to identify categories of land use and their patterns within a city;
	G		interpret vertical and oblique photographs and topographic maps of urban areas in a systematic way, using such clues to relationships as the following: location, scale, physical features, cultural features, transportation and communications, economic activities, history of settlement;
	G		identify patterns of urban land use and networks on an aerial photograph;
B			orient photographs to maps and relate landscape features to urban land uses;

B G A	draw sketch maps to present information found in field studies and from map studies;
B G	depict information accurately on outline and sheet maps;
A	identify, apply, and evaluate models and theories that attempt to explain urban structure;
A	investigate the use of models in community planning;
A	use appropriate maps, graphs, and models to show patterns (e.g., the distribution of land values);
G A	organize and undertake research on topics such as the following: the roles of government and the private sector in the urban land-development process; land-use issues or project proposals in the community; the causes and effects of urban growth and decline;
B G	write descriptions and explanations related to topics such as the effect of site on growth and the factors that affect land use;
G A	use simulations and role playing to make clear how points of view affect decisions.

4. Networks

Many decades ago the size, shape, and functions of urban places were limited by the distances people could walk to shop or to work. The emergence of a wide range of transportation and communications facilities has enabled ever-increasing numbers of people to reside and work in greatly enlarged urban areas. Networks facilitate the flows of people, money, goods, energy, and information that allow functions such as residency, production, commerce, and education to be tied together into systems.

In this unit students should examine the nature of urban networks, their importance in tying together the component parts of a city, and their effects on urban form.

Attitudinal objective. Students shall be provided with opportunities to develop an awareness of the vulnerability of people and businesses to disruptions in urban networks.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	examine the role of networks in facilitating flows of people, information, goods, energy, and money;
G A	investigate the effects of changing transportation and communications technology on the shape and functions of an urban centre;
B	consider examples of alternatives to current modes of transportation that future technology may provide;
B G	study ways in which transportation and communications networks affect locational decisions;
G A	review the significance of location and accessibility to land uses and land values;
B G A	investigate the effects of disruption in urban networks (e.g., traffic problems, power failures).

Skills objectives. Students shall be provided with opportunities to:

B	design and carry out research, primarily within the community, using procedures such as gathering, observing, counting, sampling, and interviewing;
B G	list and describe a number of transportation and communications networks in an urban centre;
B G A	gather information from a wide variety of sources about different networks;
A	independently plan and carry out a field study to obtain primary data;
B G	use distance and time to describe relative location;
B	describe the relative location of places accurately;
B G	locate a place on a street map, using an index and the letter-and-number grid-reference system;
G A	choose a suitable method and scale for graphing a set of data;
B	construct flow charts to illustrate networks;
G A	select an appropriate mode for communicating information about networks.

5. The Urban Economy

Economic activity is the lifeblood of urban places, so much so that this unit could easily be the first unit studied in section B. Many settlements began as marketplaces, ports, or transportation nodes; others began as places where mining, tourism, milling, processing, or administration was carried on. Many places bear names that help to identify their dominant or original functions, but most large cities are no longer dependent on a few functions for their existence. Rather, urban centres serve a wide variety of functions for their inhabitants, for people living within their sphere of influence, and for many who may live a considerable distance from the city.

Occupations within urban places can be classified according to sector activities. A small percentage of the occupations are based on primary economic activities. Many more people are involved in the secondary and tertiary sectors, and a growing proportion are employed in quaternary activities. Variations in the percentages included in each sector give economic character to urban centres and reveal their economic roles.

In this unit students should examine the employment, production, and consumption patterns of cities and the ways in which change is affecting urban economics and the employment opportunities of residents. Recognition should be given to the trend towards the predominance of services as a source of employment.

Attitudinal objectives. Students shall be provided with opportunities to:

– become aware of career opportunities in the home community;

– recognize values and attitudes that are necessary for living successfully in an urban environment.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	identify the economic functions of an urban place;
B G	relate the size of an urban centre to the number of functions it performs;
B G A	examine instances of interaction between urban communities;
G	consider advantages that economic functions may give one centre over nearby centres;
A	understand a system of categorizing cities according to functions;
B G A	compare large and small urban places in terms of their variety of functions and employment opportunities;
A	study the effects of changes in economic activity on employment patterns in urban places.

Section C: Integrative Studies

Skills objectives. Students shall be provided with opportunities to:

B G A generate a list of questions on employment in urban places;

B G become familiar with a variety of sources of employment information, including charts, graphs, newspapers, and periodicals;

A become familiar with sources of information such as Statistics Canada publications and government projections;

B G A make comparisons and observe relationships by examining information presented in graphic forms;

A classify urban places according to functions;

B G identify and classify functions and occupations in the primary, secondary, tertiary, and quaternary sectors;

A interpret and discuss the value of models that try to describe the present and to predict the future spheres of influence of a city;

A use a mathematical model, for example, to determine the retail breaking point between two cities;

B G A undertake independent research and report on topics such as trends in the growth or decline of sectors of the urban economy and the possible effects of changing technologies on future employment opportunities.

In this unit students will study a number of topics that integrate the cultural, social, economic, political, and other dimensions of urban studies. A list of possible topics is included among the knowledge objectives. One advantage of integrative topics is the opportunity they provide to assign relative importance to the variables present in specific urban issues.

Students should spend a significant percentage of time working individually or in small groups. They should have opportunities to gather information from the field, including preplanned interviews with knowledgeable persons. The results of their studies should be communicated in forms such as short research papers, reviews of articles, thematic maps, flow charts or models, sketch maps, videotapes, and seminar presentations. The activities chosen should be appropriate for the level of difficulty of the course.

From 20 to 40 per cent of the time available for the course should be allotted to this section.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate the importance of interdependence within urban centres;

– derive satisfaction from the process and product of individual and group research;

– evaluate their personal attitudes and appreciate the attitudes of others towards city living;

– evaluate the relative importance of the many forces and pressures at work in a large urban centre.

Knowledge objectives. Students shall be provided with opportunities to:

B G A understand the interaction among physical, social, cultural, political, and economic forces in urban places;

B G A study a number of topics in areas such as:

a) planning:
A – the goals of a municipality and how they are reflected in a master plan;
B G A – the tools and techniques used in the urban planning process;
G A – the results of planning in one or more urban centres;
A – the use of geographic techniques in urban and regional planning;
B G – a local planning issue, such as the locating of a new school or the closing of a surplus school;
G A – a local planning issue, taking into consideration the viewpoints of local planners and residents;

b) urban issues:

B G A – the need for commuter access to central business districts;
B G A – urban encroachment on productive rural land;
B – the use of waterfront land;
G – the preservation of open space;
A – political factors that affect the decision-making process;

c) urban politics:

B G A – interest groups that affect the decision-making process;
B G – budget priorities;
B G – waste disposal;
B G A – the building of transportation arteries;
A – the legislative process for a zoning change;

d) quality of life:

B G A – a comparison of the lifestyles of selected individuals or groups within an urban area;

e) effects of societal trends on the use of urban space:

B – changes in family size and composition;
B G A – higher per capita incomes;
G A – increasing female participation in the work force;
B G A – automation;
A – an ageing population;
B G A – increased leisure time.

Skills objectives. Students shall be provided with opportunities to:

B G A formulate suitable questions for an inquiry;

B G A select and develop an organizer for the inquiry;

B write to explain relationships;

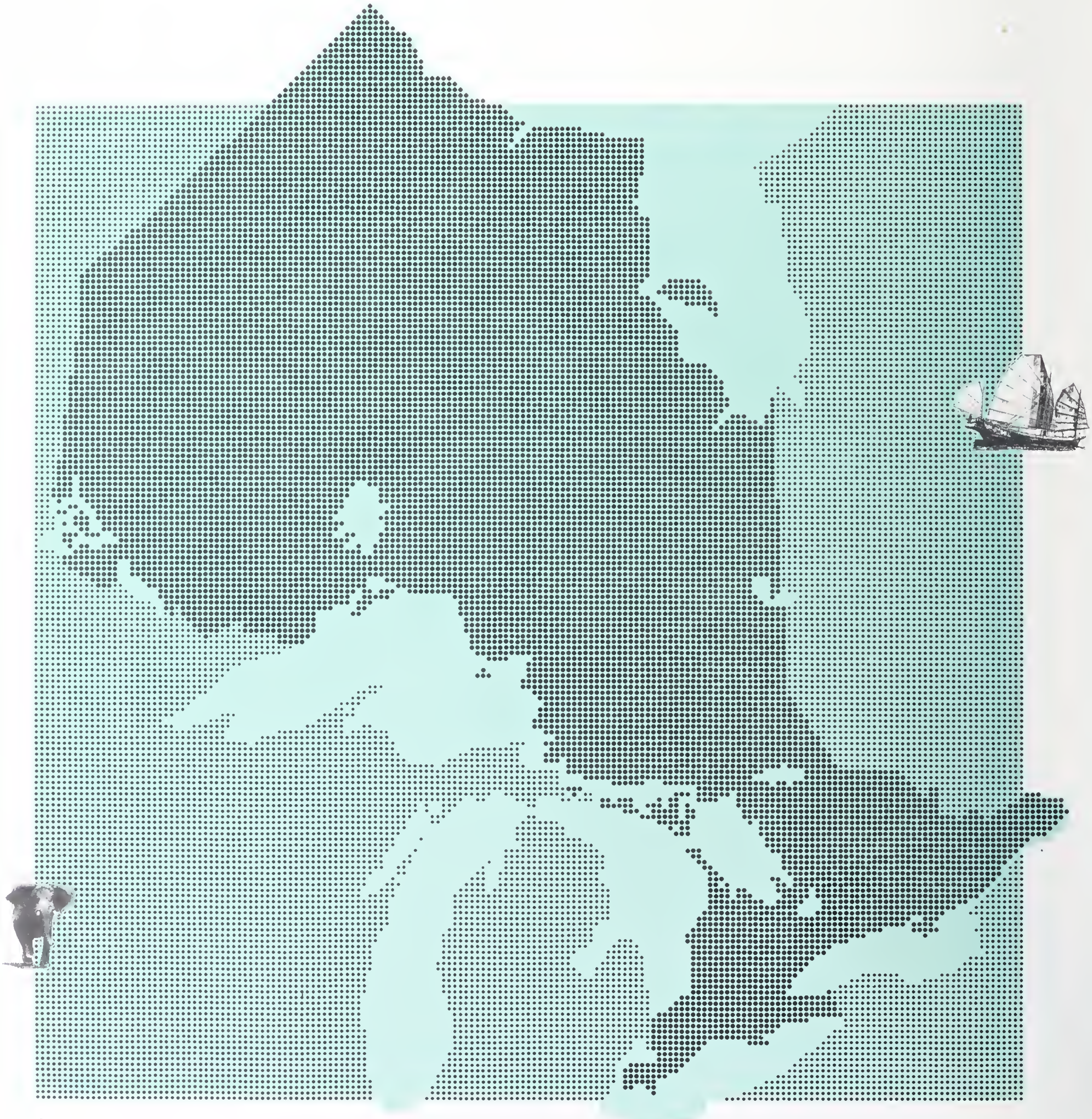
G write to persuade;

A write an essay, including a bibliography and footnotes organized in the proper forms;

B G A speak in a variety of situations (e.g., small-group discussions, role plays, simulations, oral reports).

D

GEOGRAPHY



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